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ABSTRACT

In its sixth annual evaluation report for fiscal year 1975, Hawaii's Advisory Council on Vocational Education concentrated on the subject of statewide planning for vocational education and focused particularly on four goals of the State Master Plan: responsiveness to employment opportunities, coordination and planning, quality and cost effectiveness, and continuous evaluation of programs. In approaching the planning process the Council recognized differences in the State's two school systems, the broad basic vocational skills provided at the secondary level through the Hawaii Department of Education, and the specialized occupational preparatory skills provided at the postsecondary level by the University of Hawaii colleges. Vocational education planning in both systems is reviewed and commented on in detail in the report. The appendix (65 pages) provides tabular data on Hawaii's secondary and postsecondary vocational education programs and accomplishments in fiscal year 1975, along with a summary of the four previous evaluation reports. (MF)

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State of Hawaii
Advisory Council on Vocational Education

Fiscal Year 1975

SIXTH ANNUAL EVALUATION REPORT

VOCATIONAL EDUCATION

CE007415

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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ANNUAL EVALUATION REPORT

OF THE

STATE ADVISORY COUNCIL

ON

VOCATIONAL EDUCATION

FY–1975

December, 1975

STATE COMMISSION ON MANPOWER AND FULL EMPLOYMENT
STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION

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FOREWORD

Vocational education today is no longer a "stepchild" of the educational system. This is especially true at a time when society is reassessing the belief that the only means to success for a young person is to receive at least a baccalaureate degree. More than ever vocational education is being seen as offering to individuals equally valuable and viable options in their pursuit of their educational and life's goal. With this greater emphasis on vocational education comes a greater responsibility to be borne by vocational educators for the programs' effectiveness and success.

With this in mind, the State Advisory Council on Vocational Education commends the Department of Education and the University of Hawaii for the steps they have taken during the past year to improve vocational education at the secondary and postsecondary levels and the State Legislature for providing support for the expansion of vocational education throughout the State. The Council firmly believes that the sense of commitment and cooperative spirit shown by those responsible for vocational education will move Hawaii closer to achieving the goals and the objectives of the State Master Plan for Vocational Education.

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SUMMARY OF RECOMMENDATIONS

THE STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION RECOMMENDS THAT THE STATE BOARD FOR VOCATIONAL EDUCATION:

Manpower Requirements

- Annually review manpower projections prior to the initiation of vocational education planning for the next fiscal year and pinpoint priorities on the basis of manpower needs. (p. 15)
- Require a closer conformance of short-term training objectives to manpower needs. (p. 15)
- Review the criteria for justifying ongoing vocational programs so that manpower requirements be given greater consideration in the allocation of resources. (p. 15)

Vocational Options

- Urge the Board of Education to make available a wider option of vocational education courses to all high school students. (p. 18)
- Urge the Board of Education to give a high priority to conducting feasibility studies for the more underrepresented occupational areas and to allocate State general funds to expand these programs. (p. 18)

Geographic Planning

- Set clearer policy guidelines with regard to the selection of labor markets for planning programs. (p. 20)

Planning Information

- Allocate federal funds to both the Department of Education and the University of Hawaii to develop the information and data needed for effective decisionmaking for planning, management, and evaluation. (p. 22)
- Encourage the development of management information systems that include a comprehensive data collection system and a priority matrix for the criteria and variables used in planning. (p. 22)

Trade Advisory Committees

- Request the University of Hawaii and the Department of Education to direct and encourage the formation of trade advisory committees at all levels. (p. 26)

Program Reviews

- Request the Department of Education and the University of Hawaii to set priorities in their scheduling of program reviews which are based on measures of effectiveness. (p. 28)

- Request the University to conduct program reviews in community colleges based on employment and training related placement rates and other measures of effectiveness. (p. 28)

- Request the Department of Education to conduct program reviews based on the individual measures of effectiveness for each of the three restructured vocational programs. (p. 28)

Annual State Plan

- Establish annual Statewide priorities which take into consideration the policies of both the Board of Education and the Board of Regents. (p. 31)

- Establish clear guidelines at the beginning of the planning cycle governing the allocation of federal funds that are based on Statewide priorities. (p. 31)

- Ensure that other available federal funds for vocational education be considered within the context of a comprehensive Statewide plan for vocational education. (p. 31)

- Include in the Annual State Plan all available information on the State's total vocational education delivery system, both private and public. (p. 31)

- Review other alternatives for the allocation of federal funding based on considerations of program effectiveness or an assessment of needs rather than the present basis of equity. (p. 31)

- Encourage both the Department of Education and the University of Hawaii to develop closer conformance of formats for vocational education planning documents. (p. 31)

I. EVALUATION APPROACH

Introduction

The State Advisory Council on Vocational Education believes that planning is of critical importance for the success of vocational education in Hawaii. Perhaps more than any other educational activity, vocational education requires comprehensive and systematic planning to maintain its quality and effectiveness and its responsiveness to the technological changes which affect the economy and the occupations found within that economy.

Vocational education in Hawaii and nationwide has expanded steadily during the past decade, and it has received a growing share of educational and governmental resources. As is the case for all programs in the public sector, vocational education will increasingly need to justify its share of resources on a cost-benefit basis and comprehensive and systematic planning can help vocational education become more fully accountable in the use of its resources.

The publication of two recent reports, one federal and the other State, which criticize vocational education planning at the State level, has added emphasis to the Council's concern over the importance of planning for the improvement of vocational education.

The United States General Accounting Office (GAO) issued a report in 1974 entitled, What is the Role of Federal Assistance for Vocational Education. While Hawaii was not one of the seven states surveyed, many of the problems cited in the report were applicable to Hawaii's experience, indicating that planning is an area that is being monitored closely by the federal government. The GAO report found that:

1. Plans at State and local levels are prepared primarily to comply with federal requirements and are not used to provide direction to programs or to measure program impact;

2. Needs of potential students and communities served by vocational education are not assessed on a systematic, ongoing basis;

3. Organized patterns at all levels fragment responsibility for vocational education and result in independent and isolated planning;

4. Advisory Council and Committee limitations lessen impact on improvements in the planning of programs to meet current and anticipated manpower needs; and

5. Data that would be helpful in planning is unavailable, inadequate, or unused.

At the State level, Hawaii's Legislative Reference Bureau published a report in 1975 entitled, Vocational Education in Hawaii, an Examination of its Administration, which also indicated shortcomings in vocational education planning, especially in the community colleges.

Basis of FY-75 Evaluation Report

While the two reports underlined the need for better planning, the Council also chose the subject of planning for its FY-75 annual report because it has the responsibility to advise the State Board for Vocational Education on the development and administration of the Annual State Plan for the Administration of Vocational Education under Public Law 90-576. To more effectively carry out this responsibility the Council sought:

1. To gain a better understanding of how planning decisions are made and implemented for vocational education in Hawaii; and

2. To make appropriate recommendations that would help strengthen the Statewide planning process.

Because of its mandate to serve the needs of people from both education (students) and the world of work (employers), vocational education requires multiple goals. To relate the subject of planning to Statewide goals, the Council based its evaluation on the State Master Plan for Vocational Education (1974). This report will focus on four goals of the State Master Plan in particular:

Goal Two: Responsiveness to Employment Opportunities

To provide quality vocational education to meet the vocational aspirations of the individual while being

compatible with employment opportunities and the needs of a rapidly changing economy and new technologies.

Goal Six: Coordination and Planning

To provide administrative leadership, direction, and coordination for the total vocational education effort in the State.

Goal Seven: Quality and Cost-Effectiveness

To provide and maintain an effective system of management for vocational education in the State.

Goal Eleven: Evaluation

To provide continuous evaluation of all vocational education programs based on a changing economy, new educational developments, student completions, achievement, and employment records.

Method of Approach

Before initiating its study of the planning process, the Council recognized that the Department of Education and the University of Hawaii did have different objectives for their vocational education programs, which would present difficulties in the analysis of the planning for the two school systems. These differences can be traced to some degree to the State Master Plan for Vocational Education which set guidelines that established different roles for the University of Hawaii and the Department of Education.

The objective of vocational education at the secondary level is to provide basic academic and occupational skills and knowledge to students to enable them to meet entrance requirements for a postsecondary occupational program of their choice and/or to qualify for entry level positions in one or more clusters of occupations. Because the high schools emphasize a broad rather than a specialized vocational education and the exploratory rather than the preparatory phases of student career development, the primary measures of effectiveness for programs have been related to the percentage of students entering the specialized postsecondary level vocational courses.

The University of Hawaii, on the other hand, provides post-secondary level vocational education programs in the community colleges that are designed to develop in students specialized occupational skills and the measures of effectiveness are tied more closely with employment and training-related placement rates in the community's labor market.

In Hawaii vocational education programs at the public secondary and postsecondary levels are classified in eight occupational clusters: 1) Business/Agriculture, 2) Personal/Public Service, 3) Health, 4) Food Service, 5) Electrical/Electronics, 6) Construction/Civil Technology, 7) Mechanical, and 8) Technical Graphics. In examining the broad topic of planning for its FY-75 evaluation report, the Council focused on two representative clusters, 1) Business/Agriculture and 2) Construction/Civil Technology, because it felt that the types of problems and concerns regarding planning found in these two program areas could be applicable to all program areas. The two clusters were chosen on the bases of their size of enrollment, their relative availability at the secondary and postsecondary levels and the spectrum of occupations and occupational levels available upon completion (semi-skilled to professional, blue and white collar, union and non-union).

In order to study how priorities for vocational education were determined and how decisions on resource allocations to vocational programs were made, the Council sought information and data regarding the following:

1. Administrative structure for planning;

2. Planning variables used in decisionmaking;

3. Management information systems or other sources of vocational information used to support decisionmaking;

4. Level of consultation for planning with business and industry, labor unions, manpower training agencies, and governmental planning agencies; and

5. Level of Statewide and sytemwide direction for Hawaii's vocational education delivery system with regard to:

   - Coordinated Planning: The degree to which planning documents, including campus Educational Development Plans, multi-year financial plans (PPBS),

the Annual State Plan for the Administration of Vocational Education, and the State Master Plan for Vocational Education are coordinated with each other; and

- Comprehensive Planning: The degree to which all occupational training agencies and institutions are included in State planning.

The findings of the Council with regard to the information and data sought on vocational education planning in Hawaii are described in the following sections together with the Council's recommendations for strengthening the State's vocational education planning process.

II. VOCATIONAL EDUCATION PLANNING

PLANNING FOR ONGOING AND EXPANSION PROGRAMS
University of Hawaii Community Colleges

Planning for Ongoing Programs

As its first step in analyzing the methods community colleges used to plan their ongoing vocational education programs, the Council conducted a survey to ascertain the planning criteria or variables used by the seven community colleges. In response to the Council's questionnaire, the community colleges listed the following, in order of frequency, as variables that were used in their planning process:[1] 1) Student Interest, 2) Manpower Requirements, 3) Training Related Placement Rates, 4) Job Satisfaction, 5) Transfer Rates to Manoa, 6) Potential Mobility, and 7) Job Placement Rates. In the order of importance, "Student Interest" was ranked as the most important variable by four of the community colleges and "Manpower Requirements" was ranked first by two community colleges.[2]

Student Interest. Six community colleges reported using student interest as a major planning variable in making decisions on the allocation of resources to programs. Although the colleges listed other variables which were considered in the planning process, these appeared to be utilized only in supplementary roles. The other variables, which included manpower requirements, training related placement rates, transfer rates to Manoa, job placement rates, potential mobility, and job satisfaction -- all usually determined by non-graduate and graduate follow-up surveys -- were not incorporated in a systematic way in decisions regarding the size of resource allocations to programs. They were used, however, in evaluating programs at most community colleges.

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[1]Constraints such as program cost and availability of facilities were omitted although these were recognized as overriding elements when a final decision is made to initiate a program.

[2]Six of the seven community colleges completed the survey; Windward Community College's response was incomplete since its vocational education program offerings were limited.

In assessing student interest, community colleges used surveys from a variety of sources. Some used student interest surveys conducted annually by the Department of Education in the high schools, but the colleges which used these surveys found them to be of limited value in planning. Community college administrators observed that many high school students are not mature enough nor informed enough of existing occupations to make sound or rational decisions regarding their future careers. High school surveys also cover only a part of the future community college population. The ratio of students enrolling in college directly from high school has declined in comparison to students enrolling after a break in their schooling (such as veterans or adults seeking retraining or upgrading of skills) so the average age of the community college population has been steadily rising. Moreover, the information gathered in the surveys was not directly helpful to college planners because the titling system used to classify occupations in the survey did not match the titling system used to classify community college vocational education programs. While some colleges conducted their own student interest surveys, they were not given to incoming freshmen on an annual basis and thus could not be considered as regular tools for planning.

A second method which community colleges used to assess student interest is based on a review of registration data. By comparing dates and times when registration is closed for individual classes, by preparing waiting lists for closed classes, and by keeping track of classes with low enrollments, colleges have measured the level of student interest or demand for the various vocational classes and programs.

A third method was based on overall enrollment projections. While projected enrollments have been fairly accurate in the past, the actual enrollments in the last two years have exceeded projections by as much as 10 percent. It has been speculated that recent projections may not have taken into consideration the changing economic picture (high unemployment often means high enrollments) and the changing demographics of the community colleges.

A fourth method used to determine student interest is based on community surveys. Up to now, these studies have been conducted only on the Neighbor Islands.

A problem the Council found to be more critical on Oahu than the Neighbor Islands was that the level of student interest was

greater than available openings for many vocational education programs. The Neighbor Island colleges reported that almost all students interested in specific vocational education programs could be accommodated. This did not appear possible for some Oahu colleges which had to turn down applicants for their vocational programs. This situation may indicate a need for colleges to set priorities regarding admission to the different programs. The Council found that some colleges already have set admission policies to vocational programs such as the following:

- First priority to vocational majors, then liberal arts, and unclassified students interested in vocational courses.

- Priority to students on registration waiting lists for future openings in classes and programs that are presently closed.

- Admission quotas at Oahu colleges for Neighbor Island students seeking admission to programs not offered at Neighbor Island colleges.

To summarize briefly, the Council found that community colleges, in the planning processes, based the allocation of their resources to vocational programs primarily on student interest. Preliminary planning was guided by past enrollment data and projections, and the final size of allocations depended on actual student enrollment in programs, with the upper limit determined by constraints such as cost of programs, availability of facilities, availability of personnel, and allocated position counts.

Manpower Requirements. Despite the emphasis placed on manpower needs as a basis for vocational education planning, the "manpower requirements" variable appeared to be used by community colleges only when considering the expansion of existing or the development of new programs. For instance, if a community college had the facilities to train a maximum of 20 carpenters, the college would consider expanding the carpentry program only if there was an expressed and projected need for more carpenter's apprentices. To justify new programs, all community colleges are required to provide data showing the availability of jobs in the field for which students are to be trained. This does not appear to be a requirement for ongoing vocational programs.

The primary reason expressed by community colleges for not utilizing the "manpower requirements" variable more in regular

planning, as opposed to special planning (initiating new or expanding programs), was the lack of reliable data with regard to manpower projections. For information to be effectively utilized by decisionmakers, it must be timely, in usable form, complete, accurate and up-to-date, and presented in such a way that choices and alternatives are clear cut. Data on manpower projections have met few of these criteria in the past. For its manpower projections the Department of Labor and Industrial Relations has used occupational categories which have not matched the occupational categories used for vocational education programs. During FY-75 the State Director for Vocational Education, through the help of a private consultant, initiated a project to convert the data in Statewide manpower projections so that the occupational categories were matched with those of the vocational education programs in Hawaii. Neighbor Island community colleges who use their own counties as their most important geographical planning area will have to wait another year for the manpower projections to be developed on a county basis.

In addition, supply data, as opposed to demand data, are unreliable due to omissions with regard to: company training programs, in-migrants or out-migrants, military returnees (or other veterans who joined the armed services in other states, but take their retirement in Hawaii); company transfers (including upgrading or transfers between establishments); labor force re-entrants (among whom are many women who re-enter the labor force when their children reach school ages), and persons with general academic backgrounds (secondary or postsecondary) who accept work for which vocational education is a more usual preparation.

A second reason expressed by community colleges for not using manpower requirements in planning was that follow-up studies have shown that a high percentage of graduates obtained jobs in the fields for which they were trained, indicating a balance in manpower supply and demand. This observation was made by Neighbor Island colleges which reported that their smaller class and program size enabled instructors to keep in close touch with graduates as well as the potential job market in the community. Some Oahu colleges, on the other hand, because they had lower response rates for graduate follow-up studies and larger class sizes and programs, placed less faith in the reliability and usefulness of the existing graduate follow-up surveys.

A third reason why manpower requirements have not been utilized in the planning of ongoing programs is apparently

one of philosophy. A number of administrators and faculty who met with the Council resisted the idea that the size of program resource allocations should be tied to manpower projections. In their opinion vocational education is not strictly education for employment, i.e., the goal of vocational education should not only be to meet the manpower needs of employers but to meet other needs such as the self-development of the individual and the improvement of students' academic, social, and domestic (practical arts) skills. If manpower projections are to be used for planning, they felt that the planning area should not be limited to the county but should include the State and nation as a whole.

Planning for Expansion Programs

Since Windward Community College had almost no ongoing vocational education programs for FY-75, the Council chose to examine Windward's planning process for the vocational education programs which the college hoped to institute within the next two years. It was assumed that the planning process to institute new programs in other community colleges would generally follow the same pattern. In the Business/Agriculture cluster, Windward Community College plans to institute the following programs: Agriculture/Horticulture, Clerical-Accounting, Management, and Secretarial Science.

All new programs to be instituted at the community colleges must be approved through administrative levels up to the State Board of Regents, but the approval is not final. Each program has a probationary period of three years. At the end of the three-year period, the community college must submit a comprehensive program review to the Board of Regents in order to receive its final approval.

Unlike the planning for ongoing programs, community colleges must justify new programs based on manpower requirements utilizing either employer surveys or manpower projections from agency sources. To meet these requirements, Windward Community College has organized its planning into two phases. In the first phase, Windward will attempt to determine whether the program is feasible on the basis of the following information:

1. Listings and descriptions of all occupations in the program category and the major businesses or industries in which they can be found (e.g., for sales manager a listing is required of the types of businesses where the position can be found).

2. Manpower projections for the occupations listed (Manpower Demand).

3. Survey of existing occupational training agencies or institutions providing training in the occupational field, which include their plans for expansion (Manpower Supply).

4. Analysis of data to determine the feasibility of the vocational program to be instituted.

If the program is found to be feasible, phase two of the study is initiated. In this part of the study, four additional types of information are sought:

1. Task analysis of jobs -- types and levels of knowledge and skills required.

2. Listing of possible courses of study that are based on the task analysis.

3. Requirements for implementation: staffing, equipment, facilities, office supplies, etc.

4. Timetable for implementation.

Council Comment

The Council believes that while "manpower requirements" should not be the sole basis for planning ongoing vocational education programs, it certainly should be one of the most important variables used by planners, especially if they are to meet Goal Two of the State Master Plan for Vocational Education, which is that vocational education "meets the vocational aspirations of the individual while being compatible with employment opportunities."

As stated earlier, vocational education must become more fully accountable for the use of its resources. Using manpower projections will enable planners to:

1. Allocate resources in occupational areas of most need.

2. Determine new and emerging occupations in a systematic way, making vocational education truly responsive to economic change.

3. Minimize the frustration of students that occurs when they train for non-existent jobs or occupational areas that are declining.

The Council notes that community colleges limit the use of manpower projections primarily in the planning of new or expansion vocational programs and not the planning for ongoing programs. In contrast, the short-term vocational programs under the sponsorship of the Comprehensive Employment and Training Act (CETA) do appear to justify program need and size using manpower projections of the Department of Labor and Industrial Relations (DLIR), although the CETA programs have some of the same target groups as do the community colleges.

Recommendations

The State Advisory Council on Vocational Education recommends that the State Board for Vocational Education:

1. Annually review manpower projections prior to the initiation of vocational education planning for the next fiscal year and pinpoint priorities on the basis of manpower needs which are to be used as a reference for planning.

2. Require a closer conformance of short-term training objectives to manpower needs.

3. Review the criteria for justifying ongoing vocational programs so that manpower requirements be given greater consideration in the allocation of resources.

Department of Education

Planning for Ongoing Programs (Established Prior to 1970)

The Department of Education developed its restructured vocational education program using as its guide the State Master Plan for Vocational Education completed in 1968. The Department's multi-year financial plan utilizes a Planning-Programming-Budgeting System (PPBS) format with a six year planning cycle for the restructured vocational education program which was instituted in the school year 1970-71.

While planning for the restructured vocational education programs is centralized and directed by the State office (Vocational-Technical Section, Office of Instructional Services), the planning for vocational courses established before the institution of the restructured program remains the primary responsibility of the high school principals. Thus, vocational education planning at the DOE undergoes two different processes, one for vocational programs that were ongoing prior to 1970 and those newly instituted for the restructured program after that year.

In terms of planning variables, the DOE does not depend upon manpower projections for the planning of the non-restructured programs. Since the primary objective of vocational education for the DOE is to prepare a majority of its students to enter postsecondary education courses of study rather than immediate employment, the need to have accurate manpower projections available is less important than is the case with the community colleges.

Planning for Expansion (Restructured) Program

As noted previously, the planning for the restructured secondary level vocational education programs (Introduction to Vocations, Pre-Industrial Preparation, Occupational Skills) is centralized and directed by the Vocational-Technical Section of the Office of Instructional Services which has the responsibility of planning new vocational education programs. These programs, if found feasible and approved, are included in a guide entitled Approved Courses and Code Numbers. From this guide, high school administrators can select programs which they wish to institute at their schools.

The Department of Education uses the following criteria and variables for their feasibility studies:

1. Manpower Requirements: manpower projections, analysis of economic and occupational outlook, employer and job location surveys.

2. Student Interests and Goals: survey of student interests to determine projected enrollment; survey of student aspirations and goals.

3. Availability of Facilities.

4. Teacher Competency: inventory of available teaching skills.

5. In-service Training needs for teacher upgrading or retraining.

When a high school decides to institute a new program that is listed in the Approved Courses and Code Number guide, it in turn must conduct surveys covering the above variables at the high schools and the local community levels.

Council Comment

The role of secondary level vocational education which emphasizes career exploration rather than preparation, makes it less necessary for the Department of Education to directly base its planning on variables other than student interest. However, while the planning of vocational education at the secondary level does not depend directly on manpower requirements, the DOE must consider future manpower needs in its planning, if its programs are to articulate properly with the postsecondary level which emphasizes vocational preparation for jobs in the community.

While it is recognized that fiscal constraints have prevented expansion of vocational education programs in the high schools in the last five years, the Council notes that there is a strong tendency for DOE vocational programs to be concentrated in traditional subject areas, especially business and agriculture. For example, under the old vocational education/practical arts high school curriculums, all 37 high schools have business programs, of which 13 have been formally encompassed in the Introduction to Vocations program. Overall, for both old and restructured Introduction to Vocations programs, there are the following numbers of courses of study in the eight occupational clusters:

Business/Agriculture	94
Personal/Public Service	0
Health Occupations	0
Food Service	3
Electrical/Electronics	8
Construction	4
Mechanical	13
Technical Graphics	8

One of the reasons for the lack of courses under the health occupations cluster is that the option is not available to the high schools. Health courses are not included in the Approved Courses and Code Numbers since feasibility studies have not yet been conducted and approved by the Department of Education.

Moreover, since each high school can decide what new program is to be instituted, the establishing of health occupation programs may continue to be delayed.

Recommendations

To enable the Department of Education to offer vocational courses of study that would correspond and articulate to a higher degree with both the specialized training offered at postsecondary training institutions and the diverse and changing manpower needs of today's job market, the State Advisory Council on Vocational Education recommends that the State Board for Vocational Education:

1. Urge the Board of Education to make available a wider option of vocational education courses to all high school students, especially in underrepresented occupational areas such as Health, Personal/Public Service, Construction, Electricity/Electronics, and Technical Graphics.

2. Urge the Board of Education to give a high priority to conducting feasibility studies for the more underrepresented occupational areas, and to allocate State general funds to expand these programs.

GEOGRAPHIC AREAS FOR PLANNING
University of Hawaii Community Colleges

All the community colleges reported that the county in which they were located was their primary geographic planning unit, with the State as a whole next in importance and the nation as a whole last in importance. Since each Neighbor Island county has one community college while Oahu has four community colleges, the approaches to planning for the former and latter differ somewhat.

The community colleges on the Neighbor Island must be more comprehensive in nature, while the community colleges on Oahu must be more specialized to avoid duplication of services and programs and to promote cost-efficiency. Although community colleges on Oahu are required to be more specialized in their vocational program offerings, the Council found some confusion and disagreement about the extent to which each college should serve its local community (Windward area, Leeward area, Metropolitan

Honolulu) and to what extent each should serve Oahu as a whole. This question seemed especially significant for planning at Windward Community College and to a lesser degree at Leeward Community College.

According to Windward Community College, the Koolau mountain range forms a natural boundary that makes Windward Oahu a well-defined community. Other than the Statewide manpower projections used for its program feasibility studies, Windward Community College bases its surveys of students, employers, and the community on the Windward Oahu area. Assuming that this is the primary area of impact, this poses a potential problem when Windward initiates new vocational programs since it is uncertain which community has the priority for the college's programs and services -- Windward Oahu or Oahu as a whole.

For the Neighbor Island community colleges, the emphasis on the county job market can lead to problems when the level of student interest in specific occupational program is much greater than the availability of jobs for that occupation within the county. This was true, for instance, for the electrical/electronics program at Hawaii Community College. One way to justify increasing the size of the programs is to plan for a larger geographic unit -- the State or nation. The Council found that many faculty members did, in fact, feel that the primary planning areas should be the State or even the nation, rather than the counties.

There is a lack of data regarding the geographic mobility of the population, especially of the young people from the Neighbor Islands to Oahu and from the State to the Mainland. According to the 1970 census, for example, Kauai's population, aged ten to 14 years, comprised 10.4 percent of the total while the 30 to 34 year olds comprised only 5.9 percent, indicating that a substantial out-migration of young adults from Kauai takes place. From the same census figures, the authors of Molokai, Present and Future inferred that "more than half the youth leave the area (Molokai) following high school." The movement extends from the State to the Mainland. The State Statistician recently noted that more than a quarter of the people who were born in Hawaii now live on the Mainland and that the State was losing the struggle to provide jobs for all Hawaii born residents even at the height of the economic boom in the 1960's.

Department of Education

For the planning of the restructured vocational education programs, the Department of Education uses county, State, and national data at the State office level and local community data at the individual high school level. However, since one of the goals of the Department of Education is to have 80 percent of its vocational education graduates enter postsecondary courses of study, data on manpower requirements for specific geographic areas play a lesser role in planning. Although knowledge of the geographic mobility of vocational education graduates would also be of less direct importance to secondary level planning, it could have some effect on the implementation schedule for new courses if their impact will be greater in certain communities.

Recommendation

The State Advisory Council on Vocational Education recommends that the State Board for Vocational Education:

> Set clearer policy guidelines with regard to the selection of labor markets for planning programs based on information of the geographic mobility of vocational education graduates and the State's population in general.

PLANNING INFORMATION SOURCES

Research, Surveys, Follow-up Studies

Both the Department of Education and the University have developed a variety of survey instruments which gather the different types of information required for planning, management and evaluation. These include surveys of employers, students, skills (task analysis) and manpower needs as well as graduate follow-up studies for data on employment and training related placement rates for graduates of vocational education programs. Surveys, however, have often tended to be done on a one-time basis by individual schools and not on a periodic or systemwide schedule. Some have had applicability to other schools; most have not. Some of the information needed for effective planning exists now and much of the data will be available upon the completion by the University of Hawaii systems office of a student-flow model which includes expanded graduate and non-graduate follow-up studies.

Council Comment

The Council believes that effective decisionmaking by administrators in vocational education requires a high quality of information and data. Increasingly, administrators at all levels will need trained staff to assist them in gathering, organizing and analyzing the data and presenting them in a format that clarifies decisionmaking. In addition, the data collection instruments required for planning criteria and variables will need to be incorporated into an improved management information system, which includes a priority matrix where variables are weighed according to their importance. As vocational education planners increase their capability in the future, the priority matrix should include as many of the following criteria and variables as possible:

1. Those Related to Societal Demands:
   - Student Interest
   - Parental Aspirations for Their Children
   - Community Educational Aspirations
2. Those Related to Manpower Requirements:
   - Manpower Net Demand or Supply
   - New and Emerging Occupations
3. Those Related to Labor Market/Advanced Education Success (cost-benefits):
   - Employment Rate
   - Training Related Placement Rate
   - Advanced Education Matriculation Rate
   - Wages and Income
   - Job Satisfaction
   - Programmatic Dropout Rate
   - Skill Competency Level

- Potential Mobility
  - Occupational
  - Geographic

4. Those Related to Societal Needs
   - Effectiveness in Serving Disadvantaged and Handicapped

Recommendations

The State Advisory Council for Vocational Education recommends that the State Board for Vocational Education:

1. Increase the capability of both the Department of Education and the University of Hawaii to develop the information and data needed for effective decisionmaking for planning, management, and evaluation. To this end, federal funds should be allocated to bolster the information gathering capability of both agencies.

2. Encourage the development of management information systems that include a comprehensive data collection system and a priority matrix for the criteria and variables used in planning.

TRADE ADVISORY COMMITTEES

Contact with business, industry and labor may be developed and maintained in a number of ways including employer contacts developed through cooperative vocational education programs, membership in professional and employee organizations by faculty and administrators, and employer contacts through job placement services. However, trade advisory committees have generally been recognized as the primary means by which educators and the members of business, industry, labor and the lay community can collaborate to improve vocational education. Since vocational education by definition serves as a bridge between two worlds -- the world of education and the world of work -- such linkages as trade advisory committees are critical for the continuing effectiveness of vocational education.

University of Hawaii Community Colleges

A survey conducted by the Council indicated 26 of the 38 programs under the Business/Agriculture and Construction/Civil Technology occupational clusters at the community colleges could have had organized trade advisory committees in FY-75. The Council found that each college had different ways of organizing its trade advisory committees; this was especially true for the programs under the Business/Agriculture occupational cluster. Some community colleges had a separate committee for each program major; others organized the occupations under broader categories than majors. For example in the business cluster, office, distributive, data processing, and accounting programs were organized under one large comprehensive committee. Of the 26 programs, five lacked trade advisory committees; and of the 21 programs reporting organized trade advisory committees, only 13 were found to be active and eight were inactive during FY-75.

Department of Education

Of the 37 high schools surveyed, 13 reported that they utilized trade advisory committees. The others either did not respond, reported no courses that fell under the restructured vocational programs, or had at least one of these programs but did not develop any trade advisory committees.

The 13 high schools used a variety of methods to organize their trade advisory committees. Some high schools organized one committee for all their vocational programs while others organized the committees by program, one for each of the three restructured vocational programs, IV, PIP, and OS. The Council also found committees organized by occupational areas. One high school reported using community college trade advisory committees for its programs since high school teachers were members on these committees. Not all of the trade advisory committees at the 13 high schools were active during FY-75.

In summary, at both the high school and community college level, the Council's survey indicated that trade advisory committees were not utilized to the extent that they should have been. Some of the reasons given by school administrators and faculty for the lack or inactivity of trade advisory committees were:

1. Size: A tendency was noted for the business education programs to organize trade advisory committees by departments or comprehensive program categories rather than by program majors. A large, comprehensive committee resulted in problems of logistics and consensus, since the group often lacked common interests and goals, e.g., members from the accounting field shared little in common with members from the secretarial field.

2. Functions: There appeared to be a lack of knowledge among administrators, faculty members, trade advisory committee members of the possible roles, functions, and uses of trade advisory committees. Because of this, many committees were not helpful to schools in the past.

3. Impact: Many trade advisory committees reported frustration and impatience at the schools for the lack of implementation of their recommendations. The schools, on the other hand, often could not implement many of the recommendations of the committees due to fiscal and other constraints; this created morale problems for committee members.

4. Commitment: Trade advisory committee members themselves sometimes lacked commitment, were often "too busy" to participate and were not too helpful when they did participate.

In reviewing the results of the survey, the Council noted generally an inverse relationship between the length of a program's existence and the level of activity of the trade advisory committee. New programs had higher levels of activity and participation while older established programs had lower levels of activity and participation. Business education, especially the office specialties, is well established and alternatives are available for contact outside of trade advisory committees. Instructors have extensive resources available for help through University departments, libraries, and continuing education programs. They can join many active professional and employee organizations and have made their own personal contacts with the business community over the years. On the other hand, in a newly instituted vocational program which lacks these resources, instructors have required more help from persons directly involved in the trade, resulting in a high level of activity and participation for new, non-traditional vocational education programs.

Of the schools surveyed, the Council found that Hawaii Community College had a great deal of success in the use of trade advisory committees and its approach to the four problems discussed above are as follows:

1. Committees were organized by program majors and kept relatively small in size; this meant participants had common interests and goals.

2. Handbooks describing the various roles and functions of trade advisory committees were developed for each program and were made available to all participants.

3. All recommendations of trade advisory committees were reviewed and reasons for not implementing any recommendation were given to all committee members by the college administrators.

4. If a committee member was not helpful, the community college made an effort to find people who were and expanded the membership of the committee to include the new members.

All administrators and faculty who have instituted successful trade advisory committees have expressed that they valued the services provided by the members.

Council Comment

The Council notes that if trade advisory committees are helpful at the program level, they could be as effective on a campus-wide or system level since many problem areas in vocational education are in fact at those levels. Schools in both the Department of Education and the University of Hawaii systems have a certain degree of autonomy and have their own special interests and needs. Without direction and coordination among schools coming from the system level, special interests often become vested interests. Members of a broadly based advisory committee with specialized knowledge of certain subject areas can provide to the administrators other viable options for policy and management decisionmaking. Committee members can be asked to advise on vocational programs from a broad industry-wide perspective which views vocational education in terms of the output of graduates from the total delivery system and not only from the individual schools. Establishing trade advisory committees at the system level may also

avoid the problem of competition among schools for trade advisory committee members. By serving as a bridge, the committees can also develop more cooperation among the various schools with regard to sharing ideas on program improvements.

More importantly, the establishing of trade advisory committees at a systemwide or higher levels ensures that an organization will oversee on a continuous basis such systemwide problems as horizontal and vertical articulation, duplication of services and programs, and conflicting goals and priorities between schools.

Recommendation

The State Advisory Council on Vocational Education recommends that the State Board for Vocational Education:

Request the University of Hawaii and Department of Education to direct and encourage the formation of trade advisory committees at all levels. In particular consideration should be given to:

a. Trade advisory committees for each program at the high schools and community colleges.

b. An Oahu-wide trade advisory committee sponsored by the University of Hawaii Chancellor for Community Colleges for vocational education programs found at more than one Oahu community college campus.

c. General advisory committees for each community college, where feasible, to advise on local community needs.

PROGRAM REVIEWS

Both the University and the Department of Education conduct formal program reviews as the primary means to direct or encourage changes for the improvement of vocational education programs. There are two types of program reviews conducted by the Department of Education. The first is an annual review conducted by the staff of the Vocational Section of the State office. The other program review is conducted every third year by the Evaluation Section of the State office. Both reviews attempt to cover all the Occupational Skills and Pre-Industrial Preparation programs and a sampling of the Introduction to Vocations programs at each of the high schools.

In contrast to the DOE which attempts to review all programs within a single year; the University's formal program reviews for community college are spread over a number of years and are comprehensive in nature.

Council Comment

The Council believes that priorities should be set for program reviews based on measures of effectiveness. Program reviews based on measures of effectiveness stress problem-solving rather than information-gathering. The process encourages administrators and faculty members to focus on the most important objective of evaluation -- to improve and increase the effectiveness of a program. In addition, more time, energy, and resources should go into improving less successful programs than successful ones. If a program has a low training related placement rate, the first objective should be to determine the reasons, such as: lack of jobs, poor working conditions and pay, occupational barriers (seniority systems, certification requirements, discriminations), curriculum not matched to employer needs, highly competitive occupational field, or unfulfilled expectations of graduates for jobs. Giving program review priority to the weaker programs would afford more opportunity for strengthening if warranted.

Recommendations

The State Advisory Council on Vocational Education recommends that the State Board for Vocational Education:

1. Request the Department of Education and University of Hawaii to set priorities in their scheduling of program reviews and that the priorities be based on measures of effectiveness such as graduate follow-up surveys so that the weakest programs can be reviewed first and improvements can be instituted as soon as possible.

2. Request the University to conduct program reviews in community colleges based on employment and training related placement rates and other measures of effectiveness. The degree to which the measures of effectiveness are met should be the primary determinant for continuation of a vocational education program.

3. Request the Department of Education to conduct program reviews based on the individual measures of effectiveness for each of the three vocational-technical programs: achievement test scores for the Pre-Industrial Preparation Program, employment rates for the Occupation Skills Program, and postsecondary matriculation and employment rates for the Introduction to Vocations Program.

STATEWIDE DIRECTION AND COORDINATION

Throughout its discussions on the community college campuses the Council found there was a need for more Statewide or systemwide direction for vocational education in Hawaii. In discussing the preparation of the Annual State Plan for the Administration of Vocational Education, administrators cited as a major weakness the absence of clear statements of policy at the beginning of the planning cycle which set Statewide priorities and guidelines for allocations of federal vocational education funds to meet these priorities. Many viewed the Annual State Plan as primarily a collection of priorities from individual institutions with no overall direction for vocational education.

Other problems which were raised regarding the Annual State Plan were the following:

1. The planning is not comprehensive. There has been little coordination among all occupational training agencies and institutions in the State such as other manpower training programs (CETA, Job Corps, etc.), union and company apprenticeship programs, private proprietal vocational schools, the military, and private secondary and postsecondary schools.

   For example, the Comprehensive Employment and Training Act (CETA) provides federal set-aside funds for vocational education to prime sponsors (State of Hawaii and the City and County of Honolulu) but the State Board has no control over these funds other than negotiating non-financial agreements with the prime sponsors. However, CETA vocational education programs train, retrain, or upgrade the adult work force -- the same target group that the University of Hawaii community colleges have for their adult vocational education programs. To avoid duplication of training programs and resources, it is important for federal CETA funds and other funds which may become available for vocational education to be placed in the context of the total Statewide vocational education planning system.

2. The allocation of federal vocational education funds both between the agencies and among the community colleges has largely been based on considerations of equity and not needs or measures of effectiveness. This has led to two problems. The first relates to federal funding for vocational education. The relatively small amount of Part "B" federal funds available for developing innovative or exemplary programs as compared with those available for "maintenance of effort" places the time developing the information and data needed for the Annual State Plan in question. For community colleges, for example, federal funds have been allocated thinly to all campuses, largely ignoring differing campus needs, the quality of the program proposals, and the effectiveness of past proposals implemented at the colleges. This has led to the underfunding of innovative or potentially effective programs.

The second problem relates to needs assessment for vocational education planning. Because the Annual State Plan's proposed federal fund allocations have not been on the basis of needs, there has been less incentive at all levels of planning to allocate resources based on needs assessment. Allocating resources on a predetermined basis encouraged a "plan backward" method where administrators, department chairpersons, and faculty members were given set budget figures with which to work.

3. There was a lack of coordination and articulation in the development of planning documents among the various levels of administration at the community colleges. While every community college had a six-year Educational Development Plan, not all colleges used it as a basis for their annual planning nor have they updated these plans on a regular basis. Disparities were apparent between the multi-year financial plans (PPBS), the Annual State Plan, the colleges' Educational Development Plans (EDP), and the State Master Plan. Since not all planning was based on performance objectives, coordination and articulation between the short-range and long-range plans of community colleges appear to be a difficult task. This lack of articulation and coordination may lead to duplication in the planning process, especially with regard to the gathering of information for the various short and long-range planning documents, since the types of information needed for each document is similar.

One way to reduce duplication of effort is to use the same format, such as PPBS, for all planning documents so that the objectives of the Educational Development Plan for a community college, for example, would be the same in any given year as those found in the Annual State Plan and the multi-year financial plan. All information categories would be, to the furthest degree possible, the same or similar for all planning documents. It should be noted that the Department of Education has already achieved this coordination in its Statewide planning documents.

Recommendations

The State Advisory Council on Vocational Education recommends that the State Board for Vocational Education:

1. Establish annual Statewide priorities which set the direction for vocational education and take into consideration the policies of both the Board of Education and the Board of Regents.

2. Establish clear guidelines at the beginning of the planning cycle governing the allocation of federal funds that are based on Statewide priorities.

3. Ensure that other available federal funds for vocational education such as CETA (P.L. 93-203) be considered within the context of a comprehensive Statewide plan for vocational education.

4. Include in the Annual State Plan all available information on the State's total vocational education delivery system, both private and public, to provide better knowledge of the input and output of all occupational training programs in the State.

5. Review other alternatives for the allocation of federal funding based on considerations of program effectiveness or an assessment of needs rather than the present basis of equity.

6. Encourage both the Department of Education and the University of Hawaii to develop closer conformance of formats for vocational education planning documents to decrease the paperwork necessary to meet federal, State and local requirements.

APPENDIX A

ACCOMPLISHMENTS OF VOCATIONAL EDUCATION IN HAWAII FY-1975

This section of the FY-1975 evaluation report provides a summary of the objectives and benefits of the Statewide vocational education program at the secondary and postsecondary level.

The specific short-range and long-range steps to attain the goals and objectives of the State Master Plan for Vocational Education are established within the annual State Plan for the Administration of Vocational Education, which provides direction to and serves as a basis for evaluation of Vocational Education in Hawaii.

SUMMARY - VOCATIONAL EDUCATION, FY-75

The State Department of Education and the University of Hawaii annually report vocational education statistics to the State Director for Vocational Education. These statistics are compiled in the Annual Descriptive Report of Program Activities for Vocational Education and submitted to the State Board for Vocational Education and the U.S. Office of Education. A summary description with regard to progress during FY-1975 is provided by the State Advisory Council in its annual evaluation report.

The summary in this part is organized into two sections, one for vocational education activities at the secondary level, and the other for vocational education activities at the postsecondary level. A brief outline of regular vocational education activities is presented within each section.

Department of Education (Secondary)

The State Department of Education (DOE) has the responsibility for all vocational-technical education and consumer and homemaking education programs for the secondary level and a limited number of programs for adults. The objectives of the secondary level vocational education program are the acquisition of basic verbal, scientific, and mathematical skills and knowledge; the exploration of career opportunities, and the acquisition of some occupational skills and knowledge for entry level positions in one or more occupations within a family of occupations. The acquisition of general skills within a family of occupations also allows those students choosing to continue their formal vocational education an opportunity to specialize at the postsecondary level.

The secondary vocational-technical students are served through one of three programs. The Introduction to Vocations program is guidance oriented and designed for students with varying abilities, interests, and aptitudes, while the Pre-Industrial Preparation program is a special occupational experience-academic learning program for the disadvantaged. A third program, Occupational Skills, is designed to give special consideration to handicapped students. The DOE also provides a separate Consumer and Homemaking program which serves the same categories of persons as above.

Through State and federal funds received during FY-1975, the DOE maintained the Pre-Industrial Preparation program in 13 of the 37 high schools in the State, and also in a special school for delinquent youngsters. The Occupational Skills program was operational in 14 high schools and one special school. Thirteen high schools provided vocational education under the Introduction to Vocations program component, while the Consumer and Homemaking program was available in 33 of the 37 high schools in the State.

Community Colleges (Postsecondary)

The University of Hawaii through its seven community colleges has the responsibility for providing postsecondary vocational education programs. These programs are to provide skill training for job entry, retraining and upgrading of skills and knowledge as related to the requirements of business and industry.

The community colleges offered skill training in over 67 different specialized occupational areas during FY-1975. Many of the occupational training programs are offered at several campuses. Completion of a degree program leads to a certificate or associate degree in the areas of agriculture, business, construction, distributive, electronics, hospitality/food service, health services, marine science, mechanical, personal services and public services.

Enrollment at the Secondary and Postsecondary Levels

The total number of persons served by programs by both the DOE and the University of Hawaii during FY-1975 are shown in the table below:

Programs	General	Disadvantaged	Handicapped
Secondary	35,887	9,000	828
Postsecondary	8,193	2,115	324
Adult:			
Preparatory	61	--	
Supplemental	5,430	536	
Apprenticeship	3,439	--	
Cooperative	(1,739)*	(252)	(24)
Total	53,010	11,651	1,152

*Figures in parenthesis are not included in the total as they are subsumed in the prior figures.

Accomplishment of Objectives - FY-75

DEPARTMENT OF EDUCATION (SECONDARY)

General: Introduction to Vocations Program

Objectives	Outcome Sought	1975 Outcome Achieved
1. To increase the percent of students who enter a selected post-secondary course of study after participation in this program.	75%	74%*
2. To increase percent of high school students served through this program which enable them to develop saleable skills as well as prepare them for entry into the next level of training.	41% (14,301)	43%* (15,427)
3. Maintain the percent of graduating students who are successfully employed full time.	20%	19%
Consumer & Homemaking Program (Part F)		
1. Increase the 9-12 enrollment of Consumer & Homemaking programs serving youth.	6,698	5,713
2. Maintain the foundation program in Consumer & Homemaking for 8th grade students.	5,539	4,981
3. Increase the number of home projects completed by Consumer & Homemaking students to improve their home, school and community.	4,887	4,709
Handicapped: Occupational Skills Program		
1. To increase the percent of successfully employed graduates as of six months after graduation.	75%	72%*

Objectives	Outcome Sought	1975 Outcome Achieved
2. Increase the percent of identified handicapped youths served by this program.	39% (791)	37% (766)
Disadvantaged: Pre-Industrial Preparation Program		
1. Increase percent of students gaining in math, science, and English on the CTBS test.	57%	74%
2. Increase percent of students who enter postsecondary schools.	75%	72%*
3. Increase number of students to be served through the program.	1,762	1,637
4. Increase percent of students gainfully employed.	20%	20%*
Work Study Program (Part H)		
1. Increase the number of secondary schools offering work study programs.	34	38
2. Increase the number of secondary vocational students enrolled in work study.	470	504

*Follow-up data for FY-75 will not be available until January 1975; data of 1974 graduates are provided.

Objectives	Outcome Sought	1975 Outcome Achieved
Consumer & Homemaking Program (Part F)		
1. Increase the 9-12 enrollment of Consumer & Homemaking programs serving youth.	3,607	5,702
2. Maintain the foundation program in Consumer & Homemaking for the 8th grade students.	1,333	1,661
3. Increase the number of home projects completed by Consumer & Homemaking students to improve their home, school and community.	2,525	3,214

DEPARTMENT OF EDUCATION (ADULT)

General: Hawaiiana and Tourist Industry Training

Objectives	Outcome Sought	1975 Outcome Achieved
1. Increase number of adults served through the program.	350	327
2. Increase the placement rate of unemployed enrollees in the program.	77%	50%
3. Increase the rate of employed enrollees that upgrade employment after supplementary training.	50%	46%
4. Hold special mini-sessions for members of professional organizations.	-	142
Consumer & Homemaking (Part F)		
1. Increase the number of Consumer & Homemaking programs serving adults.	38	40
Disadvantaged: Consumer & Homemaking (Part F)		
1. Increase the number of Consumer & Homemaking programs serving adults in economically depressed areas.	24	23

UNIVERSITY OF HAWAII COMMUNITY COLLEGES (POSTSECONDARY)

General:

Objectives	Outcomes Sought	1975 Outcomes Achieved
Hawaii Community College		
To increase the number of students enrolled in occupational programs.	1,050	1,064
To increase the number of programs that allow flexible entry and exit.	2	1
To increase the number of vocational technical programs.	21	21
To increase the number of courses and activities available to persons residing at locations remote from the college home base through our regular, extended day and adult programs.	8 credit courses 20 non-credit courses	3 credit courses 11 non-credit courses
To improve food service instructional program by adding 1 full-time position.	4	4
To replace worn and broken equipment that is uneconomical to repair.	21 programs	21 programs
To provide services to meet increased demands by employing a media specialist.	1 position	No funds
Honolulu Community College		
To increase enrollments in vocational/technical programs.	20 programs 1,762	20 programs 1,843
To conduct feasibility studies and to assess need for new programs.	2	0

General:

Objectives	Outcomes Sought	1975 Outcomes Achieved
To increase the number of high school students who can concurrently enroll in early admissions programs.	25	18
To extend the daily schedule into evening hours and continue through summer months; redesign programs.	19	21
To provide educational experience in labor management relationships.	2	1
To provide the student with opportunity to enroll in general education courses.	8,850 student cred. hrs.	9,920 student cred. hrs.
To replace obsolete and worn-out equipment.	-	-
To secure one instructor/coordinator to provide OSHA requirements.	1	No add'l funds
Kapiolani Community College		
To provide training and education in business, food service and health occupations.	2,000	2,187
To provide student para-professional help to support instruction in the individualized learning laboratory for business office skills.	700	763
To meet anticipated nursing board requirement of maximum student/teacher ratio of 12:1 in clinical area while not decreasing size of P.N. program.	(90)*	No add'l funds

*Figures in parenthesis are subsumed in the prior total.

General:

Objectives	1975 Outcomes Sought	1975 Outcomes Achieved
To provide needed educational equipment.	-	-
To increase educational mobility and completion rate of students and to enable those with previous relevant experience in health occupations to shorten period of formal training.	(2,000)	No add'l funds
Kauai Community College		
To work with the high school counselors in helping students who are without any future plans, especially after high school.	40	53
To provide a summer program to enable students to explore a maximum of 3 areas of vocational specialty before enrolling in the fall semester.	(40)	(53)
To provide counseling services throughout the summer to minimize discouragement and possible dropout.	(40)	(53)
To provide occupational programs for students enrolled at Kauai Community College.	12	13
To develop modular units in construction technology, autobody, electricity & electronics programs. To individualize instruction to permit self-paced learning situations.	6 programs	6 programs

General:

Objectives	1975 Outcomes Sought	1975 Outcomes Achieved
To continue to revise and perfect modules in Business, Health and Automotive programs.	3	3
To examine as many commercially produced programs to test their relevancy and appropriateness for the local clientele.	20	9
To provide release time for instructors involved in curriculum and program revision and development.	2	4
To review all occupational education programs and identify math and science skills.	90	110
To develop a listing of mathematical and scientific skills that are common and applicable to most occupational programs.		No add'l funds
To develop a program integrating the necessary math and science concepts and their applications.		"
To develop individualized program units to enable students to pace their programs according to their needs.		"
Leeward Community College		
To increase the number of students enrolled in post-secondary Voc-Tech education program.	1,200	1,858
To increase the number of students who leave the Voc-Tech programs with saleable skills.	923	1,437 course completions

General:

Objectives	Outcomes Sought	1975 Outcomes Achieved
To provide options for an increased number of qualified Voc-Tech students to undertake advanced study in development of career pursuits.	121	119
To increase the number of courses in Voc-Tech programs to meet the needs of the community.	219	227
To increase the number of sections in Voc-Tech programs to meet the needs of the community.	352	384
To introduce new Voc-Tech programs to meet the needs of community.	2	2
To increase the number of high school students who are concurrently enrolled in early admission programs in Voc-Tech area.	25	32
To institute in-service career counseling and guidance programs for instructors and to equip them with general knowledge and referral procedures.	2	2
To maintain existing equipment and instruments to maximize learning opportunities for Voc-Tech students.	5%	5%
To provide classroom-laboratory facilities for all vocational programs.	8	8
Maui Community College		
To increase the number of students who enroll in occupational programs.	535	650

General:

Objectives	1975 Outcomes Sought	1975 Outcomes Achieved
To assist payment of salaries vocational instructors who service regularly enrolled students in current vocational programs.	19	23
To add Horticulture and Landscape Gardening as a regular vocational program.		No add'l funds
To institute Diversified Occupations/Cooperative training concept to enable college and community to jointly train a few students in careers with insufficient long-range need to justify full regular program.	10	0
To insure that sufficient training equipment is operational to accommodate students enrolled in courses.	(1,000) students	(1,026) students
To provide for individual differences of students and to make instruction more flexible in time and location by individualizing the instruction.	(250)	(181)
To provide individualized instructional lab for business students.	(200)	(128)
To replace worn-out and obsolete equipment.	-	-
To develop instructional materials for business education program.	45	No add'l funds

General:

Objectives	1975 Outcomes Sought	1975 Outcomes Achieved
Windward Community College		
To provide high school graduates, dropouts, and other individuals considering entry or re-entry into job market with information about career options and educational opportunities and help them develop a plan to achieve these goals.	500	175
To offer credit and non-credit courses and discussion series on consumer education and home management related topics.	300	No add'l funds
Hoomana School		
To provide programs for residents in the following areas: Automotive Technology, Auto-Body, Cabinet-Carpentry, Welding, High School Program, Eight Grade Program, Related Vocational-Technical Program, and Enrichment.	85	112
To provide full-time counselor to enhance the guidance function.	1½	No add'l funds
To provide for additional clerk-typist.	2	"
Disadvantaged:		
Hawaii Community College		
To increase the enrollment of disadvantaged students.	129	260
To increase the number of classes that serve students with special needs.	7	6

Disadvantaged:

Objectives	1975 Outcomes Sought	1975 Outcomes Achieved
To increase the number of disadvantaged students in work programs.	18	17
To provide tutors and peer counselors to work with the disadvantaged.	10	15
Honolulu Community College		
To increase reading competencies of disadvantaged students to a minimum 9th grade level proficiency as measured by standardized reading test.	150	165
To increase writing competencies of disadvantaged students to a minimum 9th grade level proficiency as measured by standardized writing test.	200	197
To increase mathematics competencies of disadvantaged students to a minimum 9th grade level proficiency as measured by locally developed test.	450	318
Kapiolani Community College		
To offer special assistance to disadvantaged students to insure successful completion of courses and programs.	208	321
To continue efforts to work with other existing programs that provide services to the disadvantaged.	(208)	(321)
To individualize the math, reading, and speech programs for a completely open lab.	(208)	(321)

Disadvantaged:

Objectives	1975 Outcomes Sought	1975 Outcomes Achieved
To establish a writing laboratory, especially for the educationally disadvantaged students.	(142)	(286)
To develop an open reading lab, especially for the educationally disadvantaged students.	(142)	(125)
Kauai Community College		
To provide auxiliary services to instructors by testing and placing students in classes where they are able to succeed.	129	110
To work cooperatively with high school counselors in placing "near dropout" or "dropout" students in college programs in order to help them gain some form of saleable skills.	40	18
To provide for follow-up studies to ascertain the degree of the success of the program.	2	1
Leeward Community College		
To increase the number of disadvantaged students served in vocational and technical programs.	200	474
To continue the development of Learning Center designed to individualize instruction for disadvantaged students enrolled in vocational-technical programs.	40%	40%
Maui Community College		
To provide special counseling and vocational guidance to disadvantaged students.	275	352

Disadvantaged:

Objectives	Outcomes Sought	1975 Outcomes Achieved
To provide tutorial services to students experiencing difficulties in basic skills - math, English, and reading.	70	40
To provide additional tutorial service to students who need special help to successfully complete required courses in communications and math.	35	No add'l funds

Handicapped:

Hawaii Community College

To maintain the number of handicapped enrolled.	29	27
To provide and increase the quality of student tutors.	8	16
To increase the number of handicapped enrolled in cooperative education and college workstudy.	11	4
To maintain the number of educational programs that accept handicapped.	12	12

Honolulu Community College

To disseminate information on services and programs for the handicapped at HCC to the community, agencies, and schools.	10 agencies	9 agencies
To identify handicapped students.	37	53
To provide counseling services to help the handicapped understand themselves and to make appropriate career choices.	(37)	(53)

Handicapped:

Objectives	1975 Outcomes Sought	1975 Outcomes Achieved
To develop programs to facilitate and enrich the handicapped students' academic and vocational pursuits.	4	4
To coordinate a cooperative education program for handicapped students.	5	1
To explore the need for and possibilities of alternative vocational programs -- home study.	2 programs	2 programs
To improve campus facilities to provide accessibility of the college to the handicapped.	6	7
Kapiolani Community College		
To continue identification of the handicapped students presently enrolled in our programs.	60	124
To offer special assistance to these individuals toward successful completion of courses and programs in the community in general and at Kapiolani in particular.	(60)	(124)
To provide training opportunity for MRE high school seniors.	(60)	(124)
To provide training opportunities for handicapped, deaf.	(60)	(124)
To provide service to detect vision problem that may hamper learning process.	(60)	(124)
To offer special assistance to these individuals towards successful completion of course.	(60)	(124)

Handicapped:

Objectives	Outcomes Sought	1975 Outcomes Achieved
To continue identifying handicapped students and developing public relations program.	(60)	(124)
Kauai Community College		
To encourage handicapped students to enroll in some college program (referred by the vocational rehabilitation and high school counselors).	21	13
To seek out interested students to provide handicapped students the following: a. peer tutor b. companion c. special referral to professional counselors when special needs arise.	(21)	(13)
Leeward Community College		
To provide special services to the handicapped population enrolled in vocational and technical education program or courses.	36	68
To increase the number of handicapped students enrolled in vocational and technical education program or courses.	(36)	(68)
To increase the number of handicapped students enrolled in cooperative education.	(10)	(2)
Maui Community College		
To provide special counseling and career guidance to handicapped students in vocational programs to increase their propensity to persist.	44	39

Handicapped:

Objectives	Outcomes Sought	1975 Outcomes Achieved
To provide one counselor who maintains personal knowledge and contact with handicapped students.	1 part-time	1 part-time
To work with Dept. of Vocational Rehabilitation to encourage handicapped people to enroll in vocational training at the college	22	29
To secure services of special counselor to advise handicapped students during pre-registration.		No add'l funds
To increase the probabilities of retention and academic success for 10 additional educationally & emotionally handicapped students by providing peer tutors.	30	No add'l funds

Adult:

Hawaii Community College

To provide services to persons enrolled in adult vocational program in accordance with labor demand.	465	328
a. Apprenticeship	(416)	(193)
b. Journeyman upgrading	(49)	(135)
c. Hospitality	(48)	No add'l funds
d. Business	(30)	"
e. Trade/Technical	(32)	"
f. Other	(106)	"
To provide program offerings available for adults in accordance with labor demands.	8	13

Adult:

Objectives	Outcomes Sought	1975 Outcomes Achieved
To provide courses available at locations remote from the college home base.	10	11
Honolulu Community College		
To accommodate number of persons enrolled in adult vocational programs in accordance with labor demand	3,781	3,912
a. Preparatory Supplementary (upgrading)	(810)	(1,193)
b. Apprenticeship	(2,971)	(2,719)
To expand the vocational education program offerings available for adults in accordance in labor demands.	Sections	Sections
a. Supplementary-preparatory (upgrading)	62	81
b. Apprenticeship	148	298
c. Journeymen	70	No add'l funds
Kapiolani Community College		
To enable employed persons to work toward completion of a program and to upgrade or learn new skills.	15 107	57 16 appren. 505
To extend food service course offering in the evenings.	70	No add'l funds
Kauai Community College		
To increase the evening vocational education programs to meet the needs of the following:	133	155
a. Senior citizens.		
b. Adults in need of retraining to meet the economic shift in job opportunities.		

Adult:

Objectives	1975 Outcomes Sought	1975 Outcomes Achieved
c. Adults in need of upgrading to cope with technological changes.		
d. Workers in governmental agencies in need of upgrading and retraining.		
Leeward Community College		
To provide on- and off-campus credit and non-credit adult education courses.	20	82
To continue adult education programs through summer and evening.	150	(63)
Maui Community College		
To provide supplemental and related instruction to indentured apprentices where numbers justify the training.	413	376
To provide skill upgrading training to employed adults in non-apprenticed vocations.	46	119
To retrain workers who have been or will be unemployed because of phase-out of pineapple industry.	60	40

APPENDIX B

A SUMMARY OF THE DEPARTMENT OF EDUCATION'S VOCATIONAL-TECHNICAL EDUCATION PROGRAM IN FY-1975

The Department of Education offers three restructured programs in Vocational-Technical Education, designed to increase the options available to individuals:

- to take employment at entry level jobs;
- to move toward occupational specialization at community colleges, technical schools, and in apprenticeships; or
- to continue on into preparation for professions.

Each of the three Vocational-Technical Education programs are appropriately titled and has its own specific emphasis. The common ingredients among them are actual occupational experiences and the academic subjects to go along with these experiences plus vocational guidance.

The Pre-Industrial Preparation Program zeros in on the improvement of basic verbal, mathematical and scientific skills through correlating them with concrete occupational experiences. It is an interdisciplinary program. This program is primarily for the underachieving disadvantaged student to help him see the importance and usefulness of academic skills for performing a job task.

The program in FY-75 was operating in 13 of the 37 high schools of the State and at Olomana School:

Farrington High School
Kalani High School
Aiea High School
Waialua High School
Nanakuli High School
Waianae High School
Kahuku High School
Hilo High School
Kohala High School
Konawaena High School
Lahainaluna High School
Molokai High School
Kapaa High School

The Introduction to Vocations Program is guidance oriented and includes knowledge about the possible career opportunities as well as experiences in the various cluster of occupations. This program appeals to students with varying abilities, interests and aptitudes as opposed to any one level of ability. In other words, a student with scientific aptitudes may pursue his interests in a highly

technical field of work while another who likes to work with people may explore the opportunities in the social services.

This program was in 13 of the 37 high schools in FY-1975:

Kaimuki High School
McKinley High School
Roosevelt High School
Campbell High School
Waianae High School
Waipahu High School
Radford High School
Castle High School
Kailua High School
Hilo High School
Baldwin High School
Waimea High School
Farrington High School

The Occupational Skills Program is for specific job skill development and is offered to the limited ability learners in the high schools. The special education teacher and the occupationally competent instructor work as a team to help these students become employable.

Fourteen of the 37 high schools and Olomana School had this program in FY-1975:

Kaimuki High School
Farrington High School
McKinley High School
Waipahu High School
Campbell High School
Waianae High School
Nanakuli High School
Kailua High School
Kahuku High School
Castle High School
Leilehua High School
Aiea High School
Waialua High School
Kapaa High School

The occupational experiences for all three programs are available to an individual in eight large clusters of occupations. They are: (1) Business Occupations; (2) Personal/Public Service Occupations; (3) Health Occupations; (4) Food Service Occupations; (5) Electrical/Electronics Occupations; (6) Construction/Civil Technology Occupations; (7) Mechanical Occupations; and (8) Technical Graphics Occupations.

The following charts show the status of vocational programs for all high schools and Olomana School during FY-1975.

On-Going
Programs Installed or Encompassed
Waiting for full funding

INTRODUCTION TO VOCATIONS

	BUSINESS OCCUPATIONS				PERSONAL/PUBLIC SERVICE			HEALTH OCCUPATIONS			FOOD SERVICE	ELECTRICAL ELECTRONICS		CONSTRUCTION CIVIL TECH.	MECHANICAL OCCUPATIONS		TECHNICAL GRAPHICS	
	OFFICE	DISTRIBUTIVE			PERSONAL SERVICE		PUBLIC SERVICE	H/D ASST.	NURSING	TECHNICIAN	FOOD SERVICE	ELECTRICAL	ELECTRONIC	BUILDING CONSTRUCTION	POWER/MECH.	METAL F/FAB	TECHNICAL GRAPHICS	
	OFF.	DIST.	AGRI. BUS.	ORN. HORT.	HOUSE KEEP	CHILD CARE	HUMAN SERV.	H/D ASST.	NURSES AIDE	TECH. AIDE	FOOD SERVICE	ELECTRICAL	ELECTRONIC	BUILDING CONST. TECH	POWER/AUTO	METAL TECH.	GRAPHIC ART	DRAFTING
MONOLULU DISTRICT																		
Farrington																		
Kaimuki																		
Kalani																		
McKinley																		
Roosevelt																		
Kaiser																		
CENTRAL DISTRICT																		
Aiea																		
Leilehua																		
Mililani																		
Moanalua																		
Radford																		
Waialua																		
LEEWARD DISTRICT																		
Campbell																		
Nanakuli																		
Waipahu																		
Waianae																		
Pearl City																		
WINDWARD DISTRICT																		
Castle																		
Kahuku																		
Kailua																		
Kalaheo																		
HAWAII DISTRICT																		
Hilo																		
Honokaa																		
Kau																		
Kohala																		
Konawaena																		
Laupahoehoe																		
Pahoa																		
MAUI DISTRICT																		
Baldwin																		
Hana																		
Lahainaluna																		
Lanai																		
Maui																		
Molokai																		
KAUAI DISTRICT																		
Kapaa																		
Kauai																		
Waimea																		

Programs Installed

Waiting for Funding

Programs Encompassed

PRE-INDUSTRIAL PREPARATION

	BUSINESS OCCUPATIONS				PERSONAL/PUBLIC SERVICE			HEALTH OCCUPATIONS			FOOD SERVICE	ELECTRICAL ELECTRONICS		CONSTRUCTION CIVIL TECH.	MECHANICAL OCCUPATIONS		TECHNICAL GRAPHICS	
	OFFICE	DISTRIBUTIVE			PERSONAL SERVICE		PUBLIC SERVICE	M/D ASST.	NURSING	TECHNICIAN	FOOD SERVICE	ELECTRICAL	ELECTRONIC	BUILDING CONSTRUCTION	POWER/MECH.	METAL P/FAB	TECHNICAL GRAPHICS	
	OFF.	DIST.	AGRI. BUS.	ORN. HORT.	HOUSE KEEP	CHILD CARE	HUMAN SERV.	M/D ASST.	NURSES AIDE	TECH. AIDE	FOOD SERVICE	ELECTRICAL	ELECTRONIC	BUILDING CONST. TECH	POWER/AUTO	METAL TECH.	GRAPHIC ART	DRAFTING
HONOLULU DISTRICT																		
Farrington		▲				▬					▬	▭		▬	▬	▬	▬	
Kaimuki																		
Kalani													▬		▬			
McKinley																		
Roosevelt																		
Kaiser																		
CENTRAL DISTRICT																		
Aiea	▲											▬	▬					
Leilehua																		
Mililani																		
Moanalua																		
Radford															▬			
Waialua																		
LEEWARD DISTRICT																		
Campbell																		
Nanakuli															▬		▬	
Waipahu																		
Waianae	▲	▬									▬				▬	▬		
Pearl City																		
WINDWARD DISTRICT																		
Castle																		
Kahuku			▲											▬	▬		▬	
Kailua																		
Kalaheo																		
HAWAII DISTRICT																		
Hilo														▬	▬			
Honokaa																		
Kau																		
Kohala			▲												▬			
Konawaena	▲	▬	▲								▬			▬	▬	▬		
Laupahoehoe																		
Pahoa																		
MAUI DISTRICT																		
Baldwin																		
Hana																		
Lahainaluna			▲											▬	▬			
Lanai																		
Maui																		
Molokai														▬				
KAUAI DISTRICT																		
Kapaa															▬			
Kauai																		
Waimea																		

▲ Olomana has program now

Programs Installed

OCCUPATIONAL SKILLS

	BUSINESS OCCUPATIONS			PERSONAL/PUBLIC SERVICE				HEALTH OCCUPATIONS		FOOD SERVICE	ELECTRICAL ELECTRONICS	CONSTRUC. CIVIL TECH	MECHANICAL OCCUPATIONS		TECHNICAL GRAPHICS	
	OFFICE	DISTRIBUTIVE		PERSONAL		SERVICE	PUBLIC SERVICE	NURSING		FOOD SERV.	ELECTRICAL	BUILDING CONSTRUC.	POWER MECH.	METAL PROC.	GRAPHIC	DRAFTING
	Gen. Office	Gen. Dist.	Ground Maint.	Child Care	Home Serv.	Clothes Maint.	H/N House.	Nurse Aide	Technician	Supervised Food Serv.	Shop Maint.	Construc. Tender	Gen. Mech. Worker		Shop Bldg. Maint.	
HONOLULU DISTRICT																
Farrington	■	■	■				■			■		■		■		
Kaimuki	■	■		■			■			■		■		■		
Kalani																
McKinley	■	■	■	■			■			■		■		■		
Roosevelt																
Kaiser																
CENTRAL DISTRICT																
Aiea	■	■	■							■		■		■		
Leilehua	■	■	■							■		■		■		
Mililani																
Moanalua																
Radford																
Waialua	■	■	■							■						
LEEWARD DISTRICT																
Campbell		■	■	■			■			■		■		■		
Nanakuli	■	■	■	■						■		■		■		
Waipahu	■	■	■				■			■		■		■		
Waianae		■	■				■			■		■		■		
Pearl City																
WINDWARD DISTRICT																
Castle	■	■	■							■		■		■		
Kahuku	■	■	■	■			■			■		■		■		
Kailua	■	■	■	■			■			■		■		■		
Kalaheo																
HAWAII DISTRICT																
Hilo																
Honoka'a																
Kau																
Kohala																
Konawaena																
Laupahoehoe																
Pahoa																
MAUI DISTRICT																
Baldwin																
Hana																
Lahainaluna																
Lanai																
Maui																
Molokai																
KAUAI DISTRICT																
Kapaa							■			■		■		■		
Kauai																
Waimea																

Note: Kalaheo, Pearl City and Kaiser do not have an occupational skills program but handicapped students from the three high schools are presently served by Kailua, Waipahu and Kaimuki occupational skills programs, respectively.

● Olomana has programs now.

APPENDIX C

POST-SECONDARY VOCATIONAL EDUCATION PROGRAMS

HAWAII COMMUNITY COLLEGE

I. CURRENT VOCATIONAL PROGRAMS[1/] -- FY 1975

	Assoc. in Science Degree	Cert. of Achievement	Cert. of Completion
ACCOUNTING	X	X	
AGRICULTURE	X	X	
APPAREL DESIGN AND CONSTRUCTION		X	
ARCHITECTURAL DRAFTING TECHNOLOGY	X	X	
AUTO BODY REPAIR AND PAINTING	X	X	
AUTOMOTIVE MECHANICS TECHNOLOGY	X	X	
CARPENTRY	X	X	
CLERICAL GENERAL		X	
DATA PROCESSING	X	X	
DIESEL MECHANIC	X	X	
ELECTRICITY	X	X	
ELECTRONICS	X	X	
FIRE SCIENCE	X		
FOOD SERVICE	X	X	X
MACHINE SHOP TECHNOLOGY	X	X	
MID-MANAGEMENT MERCHANDISING	X	X	
NURSING	X		
POLICE SCIENCE	X		
PRACTICAL NURSING		X	
SECRETARIAL SCIENCE	X		
WELDING	X	X	

II. PROPOSED VOCATIONAL PROGRAMS

VOCATIONAL PROGRAMS	FY 1976	FY 1980
AIR CONDITIONING (FY 1977)		X
AIRCRAFT MAINTENANCE		X
GRAPHIC ARTS (FY 1977)		X
HOTEL-MOTEL (FY 1977)		X
INSTRUMENTATION (FY 1978)		X
PLUMBING (FY 1979)		X
RECREATION & PERFORMING ARTS (FY 1977)		X
SHEET METAL (FY 1977)		X

[1/] A vocational program is an occupational curriculum having an Associate in Science degree or a Certificate of Achievement

POST-SECONDARY VOCATIONAL EDUCATION PROGRAMS

HONOLULU COMMUNITY COLLEGE

I. CURRENT VOCATIONAL PROGRAMS[1] -- FY 1975

	Assoc. in Science Degree	Cert. of Achievement	Cert. of Completion
APPLIED ARTS	X		
APPLIED TRADES	X		
ARCHITECTURAL DRAFTING TECHNOLOGY	X	X	
AUTO BODY REPAIR AND PAINTING	X	X	
AUTOMOTIVE MECHANICS TECHNOLOGY	X	X	
AVIATION MAINTENANCE TECHNICIAN	X	X	
CARPENTRY	X	X	
COMMERCIAL BAKING	X	X	X
COSMETOLOGY	X	X	
ELECTRONICS TECHNOLOGY	X		
ENGINEERING TECHNOLOGY	X		
FASHION ARTS	X	X	
FIRE SCIENCE	X	X	
HEAVY EQUIPMENT MAINTENANCE AND REPAIR	X	X	
INDUSTRIAL ELECTRICITY	X	X	
MACHINE SHOP TECHNOLOGY	X	X	
POLICE SCIENCE	X		
REFRIGERATION AND AIR CONDITIONING TECH.	X	X	
SHEET METAL AND PLASTICS TECHNOLOGY	X	X	
WELDING TECHNOLOGY	X	X	

II. PROPOSED VOCATIONAL PROGRAMS

VOCATIONAL PROGRAM	FY 1976	FY 1980
AIR TRANSPORTATION (1978)		X
HUMAN RESOURCE DEVELOPMENT (1977)		X
MID-MANAGEMENT (1978)		X
OCCUP. SAFETY & HEALTH PARAPROFESSIONAL	X	
SECRETARIAL SCIENCE (1978)		X

[1] A vocational program is an occupational curriculum having an Associate in Science degree or a Certificate of Achievement.

POST-SECONDARY VOCATIONAL EDUCATION PROGRAMS

KAPIOLANI COMMUNITY COLLEGE

I. CURRENT VOCATIONAL PROGRAMS[1/] -- FY 1975

	Assoc. in Science Degree	Cert. of Achievement	Cert. of Completion
ACCOUNTING	X		
BUSINESS OPERATIONS		X	
CLERICAL BOOKKEEPING		X	
CLERICAL GENERAL		X	
CLERICAL STENOGRAPHY		X	
COLD FOOD PANTRY			X
COMPUTER OPERATOR			X
DATA ENTRY CLERK			X
DATA PROCESSING	X		
DATA PROCESSING OPERATIONS		X	
DENTAL ASSISTING		X	
DINING ROOM SERVICE			X
FOOD SERVICE-CULINARY ARTS		X	
FOOD SERVICE-DINING ROOM		X	
FOOD SERVICE-MANAGEMENT	X		
LEGAL PARAPROFESSIONAL	X		
MEDICAL ASSISTING	X		
MEDICAL LABORATORY TECHNOLOGY	X		
MEDICAL RECORDS TECHNICIAN	X		
MID-MANAGEMENT HOTEL OPERATIONS	X		
MID-MANAGEMENT MERCHANDISING	X	X	X
NURSES' AIDE TRAINING			X
OCCUPATIONAL THERAPY ASSISTANT	X		
PERIPHERAL EQUIPMENT OPERATOR			X
PRACTICAL NURSING		X	
QUALITY CONTROL CLERK			X
RADIOLOGIC TECHNOLOGY	X		
RESPIRATORY THERAPY	X		
SALES AND CASHIER TRAINING			X
SECRETARIAL SCIENCE	X		
SHORT ORDER COOK			X
STORE ROOM OPERATIONS			X

II. PROPOSED VOCATIONAL PROGRAMS

VOCATIONAL PROGRAM	FY 1976	FY 1980
DIETETIC TECHNOLOGY	X	
EMERGENCY MEDICAL TECHNICIAN		X
NUCLEAR MEDICINE TECHNICIAN		X
DENTAL LABORATORY TECHNICIAN		X

[1/] A vocational program is an occupational curriculum having an Associate in Science degree or a Certificate of Achievement.

POST-SECONDARY VOCATIONAL EDUCATION PROGRAMS

KAUAI COMMUNITY COLLEGE

I. CURRENT VOCATIONAL PROGRAMS[1/] -- FY 1975

	Assoc. in Science Degree	Cert. of Achievement	Cert. of Completion
ACCOUNTING	X	X	
AUTO BODY REPAIR AND PAINTING	X	X	X
AUTOMOTIVE MECHANICS TECHNOLOGY	X	X	
CARPENTRY	X	X	X
CLERICAL	X	X	
DRAFTING TECHNOLOGY	X	X	
FIRE SCIENCE	X		
GENERAL BUSINESS	X	X	
NURSING	X		
POLICE SCIENCE	X		
PRACTICAL NURSING		X	
SECRETARIAL SCIENCE	X	X	
WELDING	X	X	X

II. PROPOSED VOCATIONAL PROGRAMS

VOCATIONAL PROGRAM	FY 1976	FY 1980
ELECTRONICS		X
MARINE TECHNOLOGY		X
SHEET METAL (FY 1977)		X
TRAVEL INDUSTRY MANAGEMENT (FY 1977)		X

1/ A vocational program is an occupational curriculum having an Associate in Science degree or a Certificate of Achievement.

POST-SECONDARY VOCATIONAL EDUCATION PROGRAMS

LEEWARD COMMUNITY COLLEGE

I. CURRENT VOCATIONAL PROGRAMS[1/] -- FY 1975

	Assoc. in Science Degree	Cert. of Achieve-ment	Cert. of Comple-tion
ACCOUNTING	X	X	
AUTOMOTIVE MECHANICS TECHNOLOGY	X	X	X
COMPUTER SCIENCE	X		
DRAFTING TECHNOLOGY	X	X	X
FOOD SERVICE	X	X	X
LIBRARY TECHNOLOGY	X	X	
MANAGEMENT	X		
MARINE TECHNOLOGY	X	X	X
RECREATION INSTRUCTOR PROGRAM	X	X	
SECRETARIAL SCIENCE	X	X	

II. PROPOSED VOCATIONAL PROGRAMS

VOCATIONAL PROGRAM	FY 1976	FY 1980
ENGINEERING TECHNOLOGY		X
GRAPHIC ARTS	X	
GROUND MAINTENANCE TECHNOLOGY	X	

[1/] A vocational program is an occupational curriculum having an Associate in Science degree or a Certificate of Achievement.

POST-SECONDARY VOCATIONAL EDUCATION PROGRAMS

MAUI COMMUNITY COLLEGE

I. CURRENT VOCATIONAL PROGRAMS[1/] -- FY 1975

	Assoc. in Science Degree	Cert. of Achievement	Cert. of Completion
ACCOUNTING	X	X	
APPAREL DESIGN AND CONSTRUCTION	X	X	
ARCHITECTURAL DRAFTING	X	X	
AUTO BODY REPAIR AND PAINTING		X	
AUTOMOTIVE MECHANICS TECHNOLOGY	X	X	
BUILDING MAINTENANCE		X	
CARPENTRY	X	X	
DISTRIBUTIVE EDUCATION	X	X	
EDUCATIONAL ASSISTANT	X	X	
EDUCATIONAL ASSISTANT-PRE-SCHOOL	X	X	
GENERAL OFFICE TRAINING	X	X	
HEALTH AIDE	X	X	
HOTEL AND RESTAURANT OPERATIONS	X	X	
INDUSTRIAL MAINTENANCE		X	
MACHINE SHOP TECHNOLOGY*		X	
POLICE SCIENCE	X	X	
SECRETARIAL SCIENCE	X	X	
SHEET METAL TECHNOLOGY*	X	X	
SOCIAL SERVICE AIDE	X	X	
ASSOCIATE DEGREE NURSING	X		
WELDING		X	

* TEMPORARILY DISCONTINUED

II. PROPOSED VOCATIONAL PROGRAMS

VOCATIONAL PROGRAM	FY 1976	FY 1980
AGRICULTURE	X	
DIVERSIFIED OCCUPATIONS (FY 1977)		X
MEDIA TECHNICIAN (FY 1978)		X
PRACTICAL NURSING	X	
SUPERVISORY TRAINING	X	

[1/] A vocational program is an occupational curriculum having an Associate in Science degree or a Certificate of Completion.

POST-SECONDARY VOCATIONAL EDUCATION PROGRAMS

WINDWARD COMMUNITY COLLEGE

I. CURRENT VOCATIONAL PROGRAMS[1/] -- FY 1975

	Assoc. in Science Degree	Cert. of Achievement	Cert. of Completion
BUSINESS CLERICAL STENOGRAPHY		X	
BUSINESS CLERICAL TYPING			X

II. PROPOSED VOCATIONAL PROGRAMS

VOCATIONAL PROGRAM	FY 1976	FY 1980
AGRICULTURE/HORTICULTURE PROG. CLUSTER	*	
CHILD CARE AIDE		**
CLERICAL-ACCOUNTING	*	
DISTRIBUTIVE EDUCATION PROGRAM		**
ELECTRICAL EQUIP./APPLIANCE REPAIR PROG.		**
INDUSTRIAL TECHNOLOGY PROG. CLUSTER	*	
MANAGEMENT RELATED PROGRAM CLUSTER	*	
PUBLIC SERVICES SECURITY PROG. CLUSTER	*	
SECRETARIAL SCIENCE	*	
SEWAGE TREATMENT MAINT. PERSONNEL		**
VISITOR INDUSTRY PROG. CLUSTER	*	

* 1975--1977

** 1977--1979

[1/] A vocational program is an occupational curriculum having an Associate in Science degree or a Certificate of Achievement.

POST-SECONDARY VOCATIONAL EDUCATION PROGRAMS

HOOMANA VOCATIONAL SCHOOL

I. CURRENT VOCATIONAL PROGRAMS[1/] -- FY 1975

	Assoc. in Science Degree	Cert. of Achieve-ment	Cert. of Comple-tion
AUTO BODY TECHNOLOGY		X	X
AUTOMOTIVE TECHNOLOGY		X	X
BOOKKEEPING			X
CABINET - CARPENTRY		X	X
TYPING			X
WELDING TECHNOLOGY		X	X

II. PROPOSED VOCATIONAL PROGRAMS

VOCATIONAL PROGRAM	FY 1976	FY 1980
AIR CONDITIONING & SHEET METAL		X
ELECTRICITY (FY 1977)		X
FOOD SERVICE	X	
GRAPHIC ARTS	X	
JANITORIAL TRAINING (FY 1978)		X
MACHINE SHOP TECH. (FY 1978)		X
PARA-MEDICAL TRAINING (FY 1978)		X
PLUMBING (FY 1977)		X

[1/] A vocational program is an occupational curriculum having an Associate in Science degree or a Certificate of Achievement.

APPENDIX D

SUMMARY OF RECOMMENDATIONS

ANNUAL EVALUATION REPORTS OF THE STATE ADVISORY COUNCIL ON VOCATIONAL AND TECHNICAL EDUCATION

FY-1970
FY-1971
FY-1972
FY-1973
FY-1974

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(Note: Recommendations are arranged by subjects. The original language for recommendations was retained reflecting title and positions existing at that time.)

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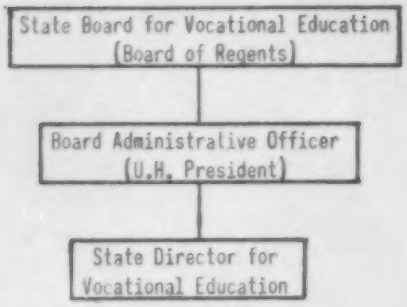
ADMINISTRATION AND POLICY

	FY-EVALUATION REPORT	COMMENTS
State Director and Staff		
1. The State Board for Vocational Education and the State University system should give consideration to the relocation of the office of State Director of Vocational Education to ensure greater effectiveness and flexibility.	1971	State Director's position was shifted from the Office of the Vice-President of Community Colleges and is now under the Administrative Officer of the State Board, who is the President of the University.
2. The State Director's federally funded staff positions for Vocational Education that were reassigned to the Vice-President for Community Colleges office be restored.	1972	A new Administrative Officer position has been created for the Community Colleges (Chancellor's Office) and a new Fiscal Officer position has been created in the State Director's Office. The Fiscal Officer presently serving the State Director's Office, Chancellor's Office and U. H. Central Administration will relinquish his vocational education fiscal responsibilities to the latter new position. The former Assistant State Director's position has been redesignated as Coordinator for Planning and Evaluation in the State Director's Office.
Coordinating Advisory Council		
1. A regular meeting date should be established for the Vocational Education Coordinating Advisory Council.	1971	No regular schedule was established in FY-1975, but will be under consideration for FY-1976.
2. Study sessions on the State Plan should be held for the Coordinating Council prior to the public hearing.	1971	First session was held on April 30, 1975 for the FY-76 plan.
3. Meeting sites should be rotated to promote visibility of the Coordinating Council.	1971	Conflicts in meeting schedules among the three bodies represented on the Council have made implementation difficult. A meeting schedule based on various activities has been developed for FY-1976.
4. All bodies with representatives on the Coordinating Council should fill vacancies when they occur to ensure continuity.	1971	Implemented since 1973.
State Board for Vocational Education		
1. The Board of Regents at its regular	1972	Implemented since 1973.

ADMINISTRATION AND POLICY

	FY-EVALUATION REPORT	COMMENTS
meetings should adjourn when finished with University matters and reconvene as the State Board for Vocational Education.		
2. The Board of Regents should restructure administrative relationship, to distinguish its Vocational Education responsibilities from purely University matters, as follows:	1972	Implemented since 1973; but the Legislative Reference Bureau report indicates relationships were still unclear up to January 1975. President Matsuda's outline, however, does indicate that the operation will conform to the basic recommendations of the Advisory Council.
3. The State Board for Vocational Education should consider developing an administrative structure for Vocational Education that will give line authority and responsibility to an individual or agency for the planning, coordination, and implementation of Vocational Education in the State. In taking any appropriate action, the Board should also ensure adequate staffing to provide leadership, overall State planning, coordination and articulation of programs, research assistance, program evaluation, information to vocational guidance counselors, fiscal accountability, and assistance in the development of policies and procedures for administering Statewide Vocational Education.	1973	While State constitutional provisions would appear to bar line authority of an agency other than the University or the Department of Education, the Council does not believe that this relieves the State Board of its role in providing leadership, direction, and coordination of the State's total program.
4. The Board of Regents, the State administration, and the Legislature should consider expanding the	1973	Requires legislative action. This recommendation is for an increase beyond that authorized in 1971, when the State Board for



ADMINISTRATION AND POLICY

	FY-EVALUATION REPORT	COMMENTS
membership of the Board to better distribute its many responsibilities.		Vocational Education was increased from nine to eleven members.
Postsecondary Administration The State Board for Vocational Education, acting as the University of Hawaii Board of Regents, should fill the vacancy in the office of Vice-President for Community Colleges at the earliest possible date with an individual possessing a strong background in Vocational Education. In addition, we recommend the office of Vice-President for Community Colleges be staffed in an appropriate manner to undertake the task of Statewide coordination and planning of Vocational Education at the postsecondary level.	1974	The Office of Vice-President for Community Colleges has been restructured and is replaced by the Office of the Chancellor for Community Colleges. The Chancellor has indicated a high priority in establishing a vocational education curriculum specialist position in his office to coordinate planning at the community college level.

PLANNING

	FY-EVALUATION REPORT	COMMENTS
Comprehensive Plan A more comprehensive and specific State Plan is necessary for evaluative purposes. The Research Coordinating Unit should develop such information in a readily useable form.	1970	State Director's office is developing a new State Plan for FY-76 which will involve increased contacts between DOE and the UH Community Colleges and utilize manpower data developed under the State Director's sponsorship. The State Plan format and priorities for research projects will be reviewed and suggestions for improvement will be solicited at a State Plan Workshop.
Unified Data Collection A unitized system of data collection for management information is needed to assess the total Vocational Education program for program planning and for annual reporting.	1970	DOE and the Community Colleges utilize different data systems, which provide the needed information. The extent to which the management information system supports decisionmaking in Vocational Education resource allocation is under study by the Council. The Office of the Chancellor for Community Colleges will be developing a student flow model, which will track vocational education students from the time they apply at a community college, during the period they are in the system, and after they leave the system.
Federal Reporting Procedures The National Advisory Council should prevail upon the U. S. Office of Education to allow more flexibility for planning purposes by accepting State plans which meet the intent of legislation without following rigid guidelines formulated for the sake of uniformity for all states. In addition, attempts should be made to reduce the amount of paperwork connected with reporting procedures.	1971	Some guidelines have been revised, resulting in increased flexibility for the State to develop its own input.
Data Gathering for Planning Purposes The Department of Labor and Industrial Relations and the Community Colleges should coordinate their efforts in conducting community surveys to avoid	1971	DLIR manpower statistics have improved, but not to the extent where individual community needs can be pinpointed for planning Vocational Education programs.

	FY-EVALUATION REPORT	COMMENTS
duplication and to ensure a comprehensive overview of manpower needs as they relate to occupational training and Vocational Education.		The State Director's Hawaii Industry State Occupation Employment Projection Module provides labor demand data by vocational education program. Phase II of the project will provide county data. The DOE depends on some community college data for program planning. Independent community surveys are also done by DOE high schools or districts when new programs are initiated.
Updating the State Master Plan		
The Vocational Education Coordinating Council should undertake a review and update the State Master Plan for Vocational Education with special attention on the unresolved issues noted in the 1968 plan.	1971	Implemented in 1974.
Statewide Vocational Education Planning		
The State Board for Vocational Education should develop a system to conduct occupational surveys on a regular basis to improve the present planning system for Vocational Education using University of Hawaii resources in coordination with other State agencies.	1973	A project funded by the State Director's office utilizing a private consultant has produced a manpower projection model for the FY-76 plan. Preliminary results appear promising.
Hawaii Community College Data		
1. The State Board for Vocational Education should take the necessary actions to include Hawaii Community College in the Institutional Research Project data system which is under the Vice-President for Community Colleges office. This would aid those responsible for Statewide planning of Vocational Education to make a complete assessment of the Statewide Vocational Education program.	1973	The State Board's Administrative Officer has issued a memorandum requesting that Hawaii Community College be included in the CCIRP Reports which is effective Fall 1975. The referenced data system is the Student Information System (SIS), and Hawaii Community College has been included since 1970. However, it is the Institutional Research Office which analyzes the data from SIS and publishes CCIRP Reports. It is from these reports that Hawaii Community College data was excluded, despite Hawaii Community College being in SIS.
2. The State Board for Vocational Education should take the necessary actions to include Hawaii Community College in the Community College		

PLANNING

	FY-EVALUATION REPORT	COMMENTS
Institutional Research Project (CCIRP) data system.		
Manpower Training		
The State Board for Vocational Education should review the present administrative relationship between the office of the State Director for Vocational Education and the Manpower Training Office in order to provide greater coordination between vocational training programs and a unified office for Statewide Vocational Education planning.	1974	The present relationship between the State Director for Vocational Education and the Manpower Training Office staff is that the former is primarily in the planning of programs and in the developing of the non-financial agreements. On the other hand, the Manpower Training Office staff is involved with the implementation of the non-financial agreements. The Chancellor for Community Colleges has been directed to further clarify the responsibilities of the Manpower Training Office.

ARTICULATION

	FY-EVALUATION REPORT	COMMENTS
Policy Review		
There should be a review of policy and administrative procedures to promote cooperation between high schools and Community Colleges to improve articulation and channels of communications.	1970	A follow-up study on implementation of the First Articulation Institute recommendations was done. Recommendations were made regarding administration structure and methods of improving articulation. The following recommendations have been implemented:
Articulation Committee	1971	
The Vocational Education Coordinating Council should encourage the formation of a joint committee of Department of Education and Community College personnel to meet periodically to discuss issues and problems relating to coordination of courses and services to students.		a. State Board for Vocational Education has formally re-endorsed the concept and intent of articulation and encouraged the DOE and UH Community Colleges to begin implementing articulation recommendations to the fullest extent possible within budgetary constraints. b. Provosts have declared a commitment to improving articulation and agreed on basic articulation guidelines.
Horizontal Articulation - Community Colleges		
The State Board for Vocational Education should direct Community Colleges to standardize the course contents of vocational courses that are taught on more than one campus.	1972	c. The D.O.E. is working on a long-range in-service education plan. d. Secondary school vocational instructor representatives have been added to community college automotive and drafting advisory committees.
Implementation		
1. The State Board for Vocational Education should approve the FY-73 EPDA articulation report and begin working with the Board of Education to implement the recommendations of this report through the appropriate administrative levels of the Department of Education and the Community Colleges. The State Board for Vocational Education should encourage the provosts to continue their support of the articulation efforts, implement the recommendation of the articulation institutes, and enter into agreements with the Department of Education in the remaining Vocational Education programs that need attention in terms	1973	e. The D.O.E. has printed certificates of proficiency to be used in certifying high school students for next level community college work, specifically in typing and shorthand. No joint statewide DOE -UHCCS articulation committee has been formed. However, the project knows of at least one island, Hawaii, where the DOE district office and community college administration work closely on articulation. The Administrative Officer of the State Board has requested that the Superintendent of Education and the Chancellor for Community Colleges designate a representative from their respective agencies to assist in the

ARTICULATION

	FY-EVALUATION REPORT	COMMENTS
of vertical articulation. The State Board should also encourage the Community Colleges and the Department of Education to develop and attain both horizontal and related program articulation.		coordination and implementation of recommendations pertaining to articulation. He has also requested that an Annual Progress Report be submitted to him by June 25, 1976.
2. The State Board for Vocational Education should actively support the implementation of articulation agreements and request an annual progress report by the Department of Education and the University of Hawaii. The format for the annual progress report may be coordinated by the State Director for Vocational Education and be submitted through the State Director's office to the State Board. Those articulation efforts already established through informal arrangements should be reviewed and receive formal endorsement by the State Board for Vocational Education where appropriate.	1974	

COUNSELING AND GUIDANCE

	FY-EVALUATION REPORT	COMMENTS
Training in Guidance		
1. The State Board for Vocational Education should explore the problem of where Vocational Education fits into the counseling pattern with the Department of Education, the Community Colleges, and the University's College of Education.	1971	The Department of Education is working toward strengthening vocational guidance in the Vocational Education program with the technical assistance of counselors in the high school. (See Point 3 below.)
2. The Department of Education should provide in-service training on vocational guidance and counseling techniques for all vocational teachers and counselors. Counselors should be required by principals to acquaint all teachers on the staff with occupational information and services.	1972	DOE cannot require counselors or teachers to attend in-service training under the collective bargaining agreement without providing them with compensation. Voluntary attendance is encouraged. Beginning October, 1975, the Career Information Center is sponsoring a graduate course entitled, "Career Development and Vocational Counseling". The course is being offered after work and tuition free for the benefit of DOE and Community College personnel. In-service program in Career Development attracted 1,300 DOE personnel in FY-75. Plans are being implemented in FY-76 to serve counselors and vocational teachers especially.
3. The College of Education of the University of Hawaii should make vocational guidance training a required part of the curriculum for all pre-service teachers.	1972	This is under study by the Teacher Education Coordinating Committee as recommended by the Practical Arts and Vocational Education Teacher Education sub-committee.
4. The State Board for Vocational Education, acting as the Board of Regents, should direct the College of Education of the University of Hawaii to make vocational guidance a general requirement for all prospective teachers enrolled in the College of Education.	1973	A request to include a vocational guidance course in the curricula for elementary and secondary school teachers has been made to the College of Education committee. The vocational teacher educators are already reviewing their curricula to incorporate a course in guidance. (See Point 3 above.)
5. The State Board for Vocational Education should urge the Department of Education to change its certification requirements to include vocational guidance training for all new educational personnel.	1973	The topic of including vocational guidance for all new educational personnel has been discussed with the DOE personnel. The DOE staff believes that the certification requirements will change with revision in the curriculum for new teachers. (See Point 3.)

COUNSELING AND GUIDANCE

	FY-EVALUATION REPORT	COMMENTS
6. The State Board for Vocational Education should urge the Department of Education and direct the Community Colleges to develop and provide vocational guidance in-service training for those teachers and counselors who presently do not have such training.	1973	DOE has implemented in-service training in its Career Development Continuum K-12 program during FY-1975. In addition to trying to make vocational guidance a requirement for all new teachers, several courses or workshops have been offered. Another workshop is being planned by the EPDA project under the direction of Dr. Minnie Boggs of the State Director's office.
Career Development Continuum (K-14)		
1. The Community Colleges should be directed to participate in the DOE's Career Development Continuum Project and state a commitment to implement grades 13-14 increment within the model.	1972	The Community College increment (13-14) of the Career Development Continuum is under preparation but not completed.
2. The State Board for Vocational Education, acting as the Board of Regents, should direct the Community Colleges to participate in the Career Development Continuum K-14 Project, jointly developed by the Department of Education and the University of Hawaii's Education Research and Development Center, and actively seek funding to develop a grades 13-14 increment within the model.	1973	
Career Information Center		
1. DOE and the Community Colleges should cooperatively develop a centralized career information center to meet the requirements of both.	1971	The Career Information Center's federal funding will expire in June, 1976. The funding for the Career Information Center for FY 1976-77 was submitted by the University last year as part of its biennium budget but did not get funded.
2. The Community Colleges should be directed to support the program of the proposed (now active) Career Information Center.	1972	(See above.)
3. The State Board for Vocational Education should begin exploring	1973	(See above.)

COUNSELING AND GUIDANCE

	FY-EVALUATION REPORT	COMMENTS
funding alternatives to expand and continue the Career Information Center which is now totally funded by an annual federal grant.		
Community Involvement		
1. The counselors are urged to make better use of the many qualified individuals in business, industry and labor by involving them with students in either workshops or conferences.	1972	(See Point 2 below.)
2. The State Board for Vocational Education should encourage the further development of communication between business, industry and labor and the vocational teacher and counselor.	1973	Advisory Committees are used in varying degrees depending on the program and the campus. More effective use is encouraged.

EARLY ADMISSIONS

	FY-EVALUATION REPORT	COMMENTS
Policy		
1. Early admissions is spotty and lacks a clearly established policy and should be improved.	1970	The Community Colleges report that statewide policy is that high school students be admitted early on an individual basis and space available basis. Several reports have been done on this subject and the administration reports there is no basis for changing the present admission policy of the Community Colleges.
2. The Community Colleges should make every effort to regularize their early admission policies and enroll secondary students in vocational programs to the greatest extent possible.	1971	Early admission policies in existence are applicable to vocational education students and programs.
3. The State Board for Vocational Education, working with the Community Colleges and high schools, should consider formalizing early admission policies. A possible means for achieving this may be a Statewide conference called by the State Board for Vocational Education with the Department of Education District Superintendents and community college provosts to develop and "articulate" their policies for Statewide and systemwide uniformity.	1973	(See above.)
Funding		
The State Board for Vocational Education should conduct a study to determine an equitable funding method for the Community Colleges involved in early admission of high school students. The Council hopes that the Legislature would then be requested to appropriate funds to implement the recommendations of the study.	1973	The Community Colleges report that the problem is not funding; it is the limited work stations in the vocational education programs. Even regular students are now waiting to enter certain vocational education programs.

JOB PLACEMENT AND FOLLOW-UP

	FY-EVALUATION REPORT	COMMENTS
Effective Placement		
1. Obsolete programs must be updated or discontinued in the Community Colleges and programs should be reviewed in light of the opportunities available for occupational placement. The Community Colleges must assure that funds are being spent in the most unified and productive way.	1970	The Council is unable to ascertain whether these factors are considered in continuing or expanding Vocational Education programs but is reviewing the problem in its FY-75 report.
2. The Legislature should give careful consideration to the plan prepared by the University for a career planning and job placement system in response to Senate Concurrent Resolution 39, 1971.	1971	No action.
Statewide Coordinative Job Placement		
The provosts should develop a coordinated mechanism to link job placement information on every campus.	1971	No action.
Follow-Up Studies		
1. The Community Colleges should use the services of the University's Office of Survey Research to conduct attitudinal surveys to assess the reasons for the failure of students in the Community Colleges' occupational programs to complete the coursework for degrees or certificates.	1971	Follow-up studies have been conducted but these should be on a continuing basis. A project will be conducted in FY-1976 by the Chancellor's office to accomplish this.
2. The Community Colleges should require a standardized procedure for all placement offices for the development of data which would include follow-up surveys on graduates and non-completors and allow other comparative analyses.	1971	In 1971, a pilot survey was undertaken at Hawaii Community College to test a system for collecting vocational education graduate follow-up information. On the two years following the pilot survey, the follow-up survey of vocational education graduates was expanded to all community colleges. The purpose of the study was (1) to standardize statewide follow-up procedure, (2) to allow comparative analysis, and (3) to provide program evaluation data.

JOB PLACEMENT AND FOLLOW-UP

	FY-EVALUATION REPORT	COMMENTS
		As a result of the above follow-up project, the colleges were able to take the results and complete the Veterans Administration's request for information regarding vocational education graduates.

TEACHER EDUCATION
IN-SERVICE, PRE-SERVICE

	FY-EVALUATION REPORT	COMMENTS
Increase Pre-Service, In-Service Training		
The need for a suitable teacher preparation program is urgent. There should be an increase in in-service training.	1970	The DOE would like more responsiveness to their in-service needs from the U.H. College of Education and improvement have been made since 1970. The College of Education is trying to devote one-third of its faculty resources to in-service education with an emphasis toward serving DOE teachers.
College of Education In-Service Courses for Department of Education		
1. The State Board for Vocational Education, which is responsible for the proper use of federal funds for Vocational Education, should conduct an inquiry of vocational-technical education services and activities to determine if the full intent of the tripartite agreement (Appendix A) of the State Plan for the Administration of Vocational Education is being carried out by the University of Hawaii's College of Education.	1973	The relationships are under review, according to the State Director's office. The State Director has met with teacher educators, Dean of College of Education staff, and Department of Education representatives. A staff member from the State Director for Vocational Education is assigned primarily to improve and expand services to both secondary and post-secondary vocational educators. Records indicate that there has been an increase in the number of courses and workshops during FY 1974-75.
2. The State Board for Vocational Education should re-examine the cooperative agreement between the State Director for Vocational Education and the College of Education to more effectively use federal funds for teacher training in Vocational Education.	1974	(See above.)

PRIVATE VOCATIONAL EDUCATION

	FY-EVALUATION REPORT	COMMENTS
Private Vocational Education Planning		
The State Director for Vocational Education should include the private Vocational Education schools in the planning process to the fullest extent possible.	1971	The State Director reports that the private schools are contacted each year to acquire information regarding new programs, enrollments, and completions. They also receive copies of our State Plan and therefore are aware of the fact that they are eligible for contracted instruction.
Licensing		
The Legislature should give consideration to a study of how the licensing of private Vocational Education schools may be improved and where this responsibility can most effectively be placed in the State governmental structure.	1971	DOE's Rule 46 is now being revised, raising the bonding requirement from $5,000 to $50,000. Rule 46 does not deal with any minimum standards of Vocational Education program quality.
Regulation		
The State Board for Vocational Education should work with the Board of Education to coordinate the evaluation and regulation of private vocational and technical schools in the interest of quality Vocational Education as well as in the interest of the students.	1974	An exploratory meeting with Mr. Ed Toma of the DOE Accreditation and Licensing Section was held. Further discussion is necessary to determine whether this recommendation should be directed to the State Postsecondary Education Commission (1202 Commission), as the recommendation may go beyond the State Board's power and authority as specified in Act 71, SLH 1968.

DEPARTMENT OF EDUCATION (GENERAL)

	FY-EVALUATION REPORT	COMMENTS
Expansion of Restructured Program		
1. The DOE's restructured Vocational Education program should be expanded.	1970	The Department of Education's 1975-1977 biennium budget has been approved by the Legislature with funds to implement the restructured program with an increase of $2.1 million in expansion funds.
2. The Legislature should ensure that future appropriations for the expansion of Vocational Education on the secondary level will compensate for the cutbacks which were necessary in the initial stages due to fiscal constraints.	1971	(See above.)
3. The State Legislature and the Administration should provide the funds necessary to continue implementation of the restructured program on the secondary level.	1972	(See above.)
4. The State Board for Vocational Education should do all it can to urge both the State Legislature and the Administration to provide the necessary funds to fully implement the restructured secondary Vocational Education program.	1973	(See above.)
5. The State Board for Vocational Education should actively support increases in State funding for Vocational Education during the upcoming legislative session. In particular, we recommend that the Department of Education be supported in its request for an additional $2.1 million in the 1975-1977 biennium expansion budget. The additional funds would be used to expand the secondary level Vocational Education program to include up to 85 percent of all high school graduates.	1974	(See above.) The State Board did support the Department of Education's request for an increase in State Funds for vocational education. Furthermore, the Chairman of the State Board did write to the Governor, urging the release of the funds earmarked for vocational education at the secondary level for FY-76.

COMMUNITY COLLEGES (General)

	FY-EVALUATION REPORT	COMMENTS
Apprenticeship		
The Community Colleges should give adequate consideration to apprenticeship and on-the-job training programs.	1970	Honolulu Community College is working on several possibilities. The Board of Regents has also taken action on a Pearl Harbor Program.
Flexibility in Scheduling		
The Community Colleges should give consideration to structuring group instruction on the basis of 1-6 week modules which will enable students to enroll at varying times during the school year in vocational programs.	1971	Some modularizing for programs have been developed at Community Colleges.
Comprehensiveness on a Community College		
The State Board for Vocational Education should authorize a study to determine how Vocational Education could be strengthened to ensure "comprehensiveness" (balance of Vocational Education and liberal arts programs) in the following ways:	1972	The Vice-President for Academic Affairs met with the Vice-President for Community Colleges, State Director for Vocational Education and Dr. Richard Kosaki to discuss how comprehensiveness can be achieved in the community colleges. The Office of the Vice-President for Community Colleges had several discussions with Provosts pertaining to comprehensiveness. The development of a ten-year plan was initiated a few years ago.
1. The Community Colleges should guarantee a percentage of Vocational Education slots on each campus to ensure that vocational students will not be excluded from such programs by the controlled growth policy.		
2. The Community Colleges should establish on each campus two deans of instruction, one responsible for vocational programs and the other for the liberal arts program, each reporting directly to the provost.		
3. The Community Colleges should reserve a given number of slots within the vocational programs for the DOE's early admission students.		
4. The Vocational Education programs should provide more options to vocational majors.		The State Director has urged community college administrators at the State Plan Workshop to seek non-traditional methods which are

COMMUNITY COLLEGES (General)

	FY-EVALUATION REPORT	COMMENTS
		cost-effective and efficient to serve students whose needs are not being met at the present time. Windward and Hawaii Community Colleges are exploring ways to expand and extend vocational education offerings and services.
Availability and Accessibility of Vocational Education in the Community Colleges		
1. The State Board for Vocational Education should urge the Community Colleges to develop more and new options in Vocational Education programs and course offerings which meet not only the needs and interests of the individual, but also are compatible with the employment needs of business and industry.	1973	At least six new programs have been approved since 1973.
2. The State Board for Vocational Education, acting as the Board of Regents, should re-examine its policies relating to postsecondary Vocational Education program and curriculum development to achieve greater flexibility and responsiveness to community needs. Steps should be taken in the six-year plans for community college campuses to implement Vocational Education policies in accordance with goals and objectives of the State Master Plan for Vocational Education.	1974	The Board concurs with this recommendation. The Chancellor for Community Colleges will be assigned the responsibility of assisting the colleges in developing and implementing a long-range plan for Vocational Education which is consistent with the State Master Plan for Vocational Education.
Veterans' Education Benefits		
1. The Council of Provosts should confer with the Veterans Administration representatives to explore solutions under existing rules to provide full training allowances for full-time veterans on the modular programs. If present problems cannot be solved, they should be communicated to the federal government and	1972	Problem appears to be largely resolved.

COMMUNITY COLLEGES (General)

	FY-EVALUATION REPORT	COMMENTS
Hawaii's Congressional delegation.		
2. The State Board for Vocational Education should direct the Council of Provosts and the veterans affairs advisors recently appointed at Hawaii, Kapiolani, Kauai, Leeward and Maui Community Colleges to meet with the Veterans Administration representatives to clarify any misunderstanding of the modular system. This should be done in a unified and coordinated manner. It is possible that with adequate understanding of the problem by both parties the problem could be resolved under existing rules. If specific problems occur that cannot be handled under existing rules, these should be isolated and communicated to the federal government and the State's Congressional delegation.	1973	(See above.)
Programs for the Handicapped		
The Community Colleges should develop ongoing programs for the physically handicapped to prepare them for occupations, especially where the handicap prevents their enrollment in regular programs.	1972	Community Colleges rely on tutoring and special assistance rather than on separate classes for handicapped.
Relationship of Hawaii Community College with Hilo College		
The State Board for Vocational Education, acting as the Board of Regents, should restudy the matter of reorganizing the two campuses and first adequately answer the problems cited in this and other reports.	1973	Matter is still undergoing review.
Hiring Practices		
The State Board for Vocational Education, acting as the U.H. Board of Regents, should request the President of	1974	The President has received recommendations from the community colleges' provosts in clarifying personnel practices, but the

COMMUNITY COLLEGES (General)

	FY-EVALUATION REPORT	COMMENTS
the University of Hawaii to review community college hiring practices to establish and develop uniform and objective guidelines in the area of Vocational Education.		implementation of some of the recommendations will depend on collective bargaining agreements. (The teacher certification conference will also work on this problem.)

MISCELLANEOUS

	FY-EVALUATION REPORT	COMMENTS
Federal Appropriations		
1. The provost, fiscal officer, and all vocational instructors of each community college should be required to participate in planning sessions for the annual State Plan for the Administration of Vocational Education. At that time, consideration should be given to techniques and methods to cope with delays in federal funding.	1972	The State Director did contact USOE officials on numerous occasions about the possibility of receiving early notification on the amount of the grant award to the State. Under the present procedure, the delay in notifying the states is directly related to the length of time required for an appropriation measure for education to be passed by Congress and signed by the President. Forward funding is a solution to the problem and may be a possibility under proposed federal legislation.
2. The Council urges the Legislature to request the Department of Budget and Finance to develop a reimbursement system which will allow the operation of vocational programs with State funds until committed federal funds are released.	1973	(See above.)
3. The State Board for Vocational Education, in conjunction with the appropriate officials from the Department of Education and the Community Colleges, should contact Hawaii's representatives in Washington, D.C. on the possibility of correcting this problem at the federal level.	1973	(See above.)
Vocational Youth Group Organizations		
The State Board for Vocational Education should support and urge the development of the appropriate vocational student organizations at each high school and community college. To enhance this development the State Board for Vocational Education as the Board of Regents should direct the College of Education of the University of Hawaii to develop pre-service and in-service instruction for vocational teachers in organizing and advising these youth organizations.	1973	Campuses report that they do encourage organizations where students indicate an interest. The State Director agrees that the establishment of vocational youth organizations should be encouraged and has contacted the Teacher Education Committee on Practical Arts and Vocational and Technical Education. The committee members reiterated the fact that the inactivity in organizing groups is not entirely due to lack of instructors' ability to organize and advise groups. Although there are no specific courses pertaining to organizing and

MISCELLANEOUS

	FY-EVALUATION REPORT	COMMENTS
		advising student organizations, the teacher educators are covering the topics in their regular classes.
Cooperative Education		
The State Board for Vocational Education should encourage both the community colleges and the high schools to expand their cooperative vocational-technical programs wherever possible and explore options available in business, industry, and government, especially the federal military establishments. Work internships should be established as an integral requirement for graduation or the awarding of a degree. To eliminate competition and overlapping of efforts to secure work slots among institutions, a joint University-DOE-Private Schools Committee under the State Director for Vocational Education should be established to serve as a clearinghouse for arranging work slots. Both the Department of Education and the community colleges should also ensure adequate supervision of participants through properly trained cooperative Vocational Education coordinators.	1974	Expansion of cooperative vocational-technical education is an objective of both the high schools and the Community Colleges. The State Director's office feels that a joint committee would be difficult to implement. The State Director has contracted for a feasibility study to establish a clearinghouse for arranging work stations. If "work internships" are established as an integral requirement for graduation or awarding of a degree, many students will not be able to fulfill the requirement during the two years that they are in school. Hawaii Pacific College has also received a federal grant to develop the clearinghouse concept which is also to service the public postsecondary institutions. Workshops and training sessions for incumbent and potential DOE teacher-coordinators of cooperative vocational-technical education program have been held for the last three years and another workshop will be held in FY-76.

APPENDIX E

COUNCIL BACKGROUND AND ACTIVITIES

Membership

The State Advisory Council on Vocational Education was established in May 1969 in accordance with Public Law 90-576. In the following year, the State Legislature through Act 170, Session Laws of Hawaii 1970, designated the existing Commission on Manpower and Full Employment to serve concurrently as the State Advisory Council, and it has performed both functions since July 1, 1970. The 18 members of the Council are appointed by the Governor and represent labor, management, agriculture, education, training and the public in general. Each county is also represented in the membership.

Staff

The Council staff consists of a full-time researcher* who prepares studies and reports for the Council. Council members serve without compensation, receiving only their expenses involved in attending meetings. The work of the Council is supported through an annual grant from the U.S. Department of Health, Education, and Welfare and is wholly federally-funded.

Functions

The primary function of the Council is to evaluate the State's total vocational education effort and to publish and distribute the results. The Council accomplishes this through the preparation of its annual evaluation report which is submitted through the State Board for Vocational Education (Board of Regents, University of Hawaii) to the United States Commissioner of Education and the National Advisory Council on Vocational Education. The Council also advises the State Board for Vocational Education on the development of the State Plan for the Administration of Vocational Education. In accordance with Public Law 90-576, the State Plan must be prepared in consultation with the Council.

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*Represents staff supported directly by federal funds only.

Public Participation

The Council meets regularly on the third Friday of each month at the State Capitol in Honolulu and holds one annual public hearing in conjunction with the State Plan. All meetings are open to the public.

The Council encourages any interested members of the community to make suggestions, recommendations, or inquiries concerning vocational education by letter or phone or by visiting its office between 7:45 a.m. and 4:30 p.m. during the week. A small collection of books and materials pertaining to vocational education is also available for use by interested persons.

Review of Major Activities - FY-75

Regular Meetings

Eleven Council meetings were held during FY-75 in Honolulu.

Completion and Submission of Required Reports

The Annual Evaluation Report for FY-74 was completed and submitted to the State Board for Vocational Education, U.S. Office of Education and National Advisory Council on Vocational Education. (December 1974).

Major Contacts with Vocational Education Personnel

September 1974 - Executive Secretary and Council member participated in the Western Conference of State Advisory Councils meeting in Anchorage, Alaska.

October 1974 - Council staff participated in a workshop sponsored by the Office of the State Director for Vocational Education to develop manpower projections.

November 1974 - Council met with the UH Board of Regents Committee on Vocational Education and Community College Policies.

Council participated in a conference with DOE and UH Community College administrators on the Career Information Center.

Chairman and Council member participated in a joint meeting in Phoenix, Arizona with the National Advisory Council on Vocational Education.

Staff and members participated in the third Articulation Institute between DOE and the Community Colleges.

December 1974 - Council participated in a vocational education planning conference for the postsecondary level.

Two Council members participated in a workshop on vocational education evaluation methods in New Orleans.

January 1975 - Council Chairman and Executive Secretary met with Administrative Officer of the State Board for Vocational Education (UH President) on the FY-74 Evaluation Report.

February 1975 - Council participated in Vocational Education Week observance.

Council Chairman and Executive Secretary met with the State Board for Vocational Education on the FY-74 Evaluation Report.

March 1975 - Council participated in two Vocational Education Coordinating Advisory Council meetings.

Council participated in the Articulation Conference to discuss methods of implementation.

April 1975 - Council met with Hawaii State Student Council (DOE) to discuss vocational education concerns on the secondary level.

Council met with U.S. Office of Education Regional Review Team to discuss the FY-74 Vocational Education Evaluation Report.

Council participated in a joint study session with members of the UH Board of Regents and the State Board of Education on the Annual State Plan for the Administration of Vocational Education.

May 1975 - Council cooperated with the Vocational Education Coordinating Advisory Council and the State Board for

Vocational Education in the public hearing on the State Plan for the Administration of Vocational Education.

Council Chairman and Council member participated in a National Conference on Vocational Education, Washington, D.C.

Council participated in a Vocational Education Coordinating Advisory Council meeting.

June 1975 - Council met with UH Community Colleges and DOE administrators to recommend federal funding priorities for FY-76.